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THE UNIVERSITY OF ALBERTA

BEGINNING TEACHERS' EXPECTATIONS OF THE TEACHING PROFESSION

by

GARTH NORMAN PICKARD

A THESIS
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled BEGINNING TEACHERS' EXPECTATIONS OF THE TEACHING PROFESSION submitted by GARTH NORMAN PICKARD in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Supervisor

External Examiner

Date: June 20, 1989

Dedicated to

Gloria, Brandi, Brad, Sheba, Leo

and of course

Charles

ABSTRACT

The purpose of this study was to determine what beginning teachers expected to gain from and give to the teaching profession during the critical time period of the transitional phase of the teacher socialization process. The study utilized complementary data collection techniques in order to capture beginning teachers' expectations of the teaching profession over time and to facilitate the exploratory multi-case study research design. An initial pilot study provided the researcher with relevant interview information designed to facilitate the formal research process. In the formal study tape-recorded, semi-structured interview data, and supplementary anecdotal records data, field note data, and contextual data were gathered from five volunteer beginning elementary school teachers prior to teaching and over the first six-months of their first teaching experiences.

Through data interpretation and analysis, themes and sub-themes emerged which captured the essence of what the five teachers expected to give to and gain from the teaching profession. The themes Interpersonal-affective Support, Professional-affective Support, Organizational Support, and Personal-Professional Effort were generated.

The theme Interpersonal-affective Support was reinforced by the sub-theme Acquiring Recognition. Professional-affective Support was represented through the emergent sub-themes Acquiring Resources and Acquiring Remuneration. The theme Organizational Support was interpreted through the sub-themes Acquiring Role Information, Acquiring Feedback, and Acquiring Assessment. The sub-themes which emerged from the theme Personal-Professional Effort were: Giving Ideas and Being Innovative, Giving to the Children, Giving to the school Organization, and Giving of One's Self.

Conclusions identified the importance of beginning teachers' perceptions of

themselves as teachers, their teaching situations and roles, and the organizational climate of schools in influencing the teacher socialization process. The data further identified the need for greater understanding of the process of becoming a teacher by all constituent groups associated with teacher education in order to ensure the effective transition of new teachers into the work force and, ultimately to achieve the fulfillment of educational goals.

Initial recommendations suggested the need for improved inter-organizational articulation of the process of becoming a teacher and the adoption of a personal-professional orientation to teacher education programs.

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CHAPTER I

AREA OF INQUIRY

Introduction

The adjustments and adaptations in provincial education, which have occurred since the early nineteen hundreds, have contributed significantly to the growth and maturation of education within many Canadian provincial jurisdictions. Furthermore, the commitment of these governments to provide an educational service designed to accommodate the diverse needs of individual learners has served as a catalyst for change. This commitment has been the driving force in the past and is currently recognized as the incentive behind various provincial educational initiatives.

The recent government adoption of the educational program policy recommendations in Saskatchewan (Government of Saskatchewan, Program Policy Proposal: 1986), for example, challenged teacher educators to reflect upon current educational practices, to examine the ways teachers were being prepared for the profession, and to consider alternatives in education that would guarantee a bright and rewarding future for all children. Of significance was the recommendation which supported a Kindergarten to Grade Twelve curricula change, recognizing that teachers were the key agents for successful curricula delivery, and the identification of continual collaborative planning among all the various educational stakeholders.

As a result, it became clear to many teacher educators that a review of baccalaureate teacher education programs was necessary. Correspondingly, it became evident that more research related to the process of becoming a teacher would be required in order to provide a better theoretical framework within which to base future program decisions.

Chapter I is designed to address the nature and specific focus of the thesis. Included in this chapter are discussions concerning the process of becoming a teacher,

the issue under investigation, the purpose and significance of the study and the restraints placed on the study.

Becoming a Teacher

The process of becoming a teacher is complex, falls prey to various idiosyncratic beliefs, and characteristically could be described as having a multitude of interrelated dimensions. Teacher educators have come to believe that the process of becoming a teacher is continuous, one which does not necessarily start and stop at any given point but which continues over an extended period of time.

In many respects this notion, which Hall (1982a: 53) recognized as a process "occurring along a professional continuum," originated from the research associated with teacher socialization process theories. According to organizational psychologists and educators such as Eddy (1969), Fuller and Brown (1978), Lortie (1975), Van Maanen and Schein (1979), the socialization process whereby "an individual acquires the social knowledge and skills necessary to assume an organizational role" (Van Maanen and Schein 1979: 211) occurs over time, is developmental in nature, and is characterized by changes to an individual's beliefs, expectations and attitudes toward the profession. Of consequence to teacher educators challenged with developing effective teacher education programs is the need to identify different socialization experiences, to understand what effects those experiences have upon shaping a student's beliefs, expectations, and attitudes about the teaching profession, and to consider how such knowledge might contribute to the development of exemplary teacher education programs.

Accordingly, the influence of organizational values and attitudes, the school environment, formal training, and the impact of significant others have been identified by educational theorists (Becker, 1951; Day, 1959; Giroux, 1980; Hoy, 1969; Lacey,

1977; Lanier and Little, 1986; Lortie, 1975; Tardif, 1985; Wells, 1984; Zeichner and Tabachnick, 1981) as being instrumental agents peculiar to the teacher socialization process. They identified time spent in school, the period of formal training, and the transitional period between pre-service and in-service experiences as temporal phases of teacher socialization that had direct effects upon the process of becoming a teacher.

Transitional Socialization Phase

While acknowledging the significance of the instrumental agents associated with teacher socialization, teacher educators in assessing the effectiveness of teacher education programs have recognized the need to understand more precisely the effect of temporal phases upon the teacher socialization process. Consequently, their research has concentrated upon interpreting the implications surrounding the phases of teacher socialization.

Of particular interest to the researchers has been the need to understand the nature and effect of the pre-service/in-service transitional phase of the socialization process. Numerous studies have been conducted which focus upon the initial experiences of beginning teachers. These studies, both qualitative and quantitative in design, have contributed to a better understanding of the process of becoming a teacher and have identified important dimensions of the teacher socialization process which require further examination.

Veenman (1984:144) characterized the transitional phase from teacher training to the first teaching job as reality shock. He used the work of Muller-Fohrbrodt, Cloetta, and Dann (1978) to distinguish perceptions of problems, changes of behaviour, changes of attitude, changes of personality, and leaving the profession as "heterogeneous forms" or indicators of "a complex reality which forces itself incessantly upon the beginning teacher, day in and day out." While Veenman recognized the utility of transitional

research, he did acknowledge that research which addressed other dimensions of the reality of the transitional experience was needed. Writing in connection with the perceived problems of beginning teachers, Veenman (1984: 143) contended that more "knowledge of the problems faced by beginning teachers in their first years of teaching [would] provide important information for the improvement and (re)designing of pre-service and in-service programs." He argued that such knowledge would assist beginning teachers in moving through the transitional phase of the teacher socialization process.

The Issue Under Investigation

In the transition period from pre-service to in-service teaching, individuals may hold realistic or unrealistic expectations of the teaching profession. These differences in expectations are dependent upon the degree and the extent to which their previous learning and socializing experiences are congruent with the new teaching experience facing them (Gougeon, 1984; Sanders and Yanouzas, 1983). As Everett-Turner (1985), Feldman (1981), Craig (1984), Hall (1982b,1984), Lacey (1977), Lortie (1975), Miklos and Greene (1987), Porter, Lawler and Hackman (1975), Sanders and Yanouzas (1983), Wheeler (1988)[in Holborn, Wideen, and Andrews (Eds.)], and other educators have suggested, early teaching experiences affect the later teaching experiences and careers of many individual teachers. For this reason, the ability of beginning teachers to articulate their expectations of the teaching profession and to anticipate what they believe to be the profession's expectations of them becomes important. According to Kotter (1973), understanding, articulating, and negotiating both individual and organizational job expectations is necessary for the development of productive and satisfying working environments. The seminal work of Homans (1961) and the research conducted by Schein (1978, 1980) reinforced this notion. Homans (1961), in detailing

his social exchange theory, introduced the concept of "practical equilibrium" as a way of describing the stability associated with matching individual and organizational expectations. Schein (1980: 22) recognized that there was an "unwritten set of expectations operating at all times" which he suggested constituted a psychological contract. Schein (1978: 120) further identified such a contract to be an "ongoing process of negotiation and renegotiation between the employee and the employer" recognizing that the process of "mutual acceptance" was an important ingredient in developing career perceptions. In relationship to the teaching profession, the expectations that beginning teachers bring to the first period of actual teaching, and how or whether these expectations are met during that initial transitional phase, may well influence their perception of the teaching profession.

Researchers such as Blase (1985), Burke and Notar (1986),Grant and Zeichner (1981), Hall (1982a), Johnston and Ryan (1983), Tisher (1982), Varah, Theune and Parker (1986), and Zeichner and Tabachnick (1985) have suggested that a more in-depth understanding of the pre-service/in-service transitional phase of the teacher socialization process is required. Current research has not adequately addressed the issue of what beginning teachers expect to give to and gain from the teaching profession. In order to contribute to existing teacher education research, identifying what beginning teachers' expectations are of the teaching profession and establishing how or whether their expectations are met during a critical period in the transitional phase of the teacher socialization process becomes important.

Purpose of the Study

The purpose of this study was to identify what beginning teachers' expectations were of the teaching profession. More precisely, the study sought to determine what beginning teachers expected to gain from the teaching profession and give to the teaching

profession during a critical time period of the transitional phase of the teacher socialization process. The research problem was restated as a series of questions to focus study activities:

1. What are beginning teachers' expectations of the teaching profession prior to teaching and while teaching during the initial six months of their first year of teaching?
2. What expectations of the teaching profession are met during this time period?
3. What expectations of the teaching profession are not met during this time period?
4. What socialization factors contribute to meeting beginning teachers' expectations of the teaching profession?
5. What socialization factors serve as impediments to meeting beginning teachers' expectations of the teaching profession?
6. What actions can be taken by educational administrators and teacher educators to enable the transitional period of becoming a teacher to be a positive and developmental experience?

Significance of the Study

Identifying what beginning teachers' expectations are of the teaching profession will contribute to the existing research and literature on teacher socialization, and may assist teacher educators and educational administrators in developing strategies designed to help beginning teachers move through the transitional socialization phase. The study addresses the significance of an element of the socialization process which is unique to individuals. The study sought to identify individual perceptions that may influence socialization outcomes rather than replicate earlier research that has focussed upon influential external factors peculiar to organizational structures, training programs, or other individuals.

A number of researchers supported the focus of this study by acknowledging the importance of addressing the needs of beginning teachers. Summarizing the literature on

teacher socialization, Lanier and Little (1986: 542) concluded that "one encounters a considerable degree of uncertainty about what factors contribute to the development of attitudes toward teaching." Lanier and Little (1986: 542) also suggested that

> while the record of teachers' disappointment is clear, insightful interpretations of the disjuncture between expectations and work and between training and on-the-job demands are less available.

Accordingly, they inferred that there was a growing pressure to identify the needs of beginning teachers and, similarly, a requirement to determine what expectations they brought to the teaching profession. To support their claim, Lanier and Little (1986: 561) implied the need for more research in this area when stating that "if there are contradictions between professional ideals and work place realities, opportunities for long-term learning by teachers are thereby undermined." Hrynyk's (1987: 18) review of Lanier and Little's work underscored their belief by suggesting that teacher preparation programs were deficient because they appeared

> to do little to prepare a professional self-consciousness in their students in the same way that students from other occupations obtain their professional ethos at their professional schools.

Johnston and Ryan (1983: 156) agreed with Lanier and Little by reinforcing the importance of more research in teacher education. They stated

> the fundamental importance of the socialization process in the professional career of teachers demands continued exploration from a variety of perspectives using a variety of research methods.

They correspondingly concluded that "the basis for programs designed to support teachers as they enter the teaching profession must be based on the knowledge of what affects beginning teachers when." Burke, Fessler and Christensen (1984: 11), in discussing the implications of teacher career stages, recognized that expectations or "categories of influence" could be considered "driving forces influencing the job

behavior and career cycle of an individual." Earlier, Vaughn (1979) and Glassberg (1979) [cited by Johnston and Ryan, 1983: 156] suggested that research concerned with the knowledge of adult development, as it related to the training and induction of beginning teachers, was a potentially rich and important field of inquiry.

Of interest to this study was the support Hall (1982a) provided in regard to research on socialization. Hall (1982a: 53) stated

> research on the socialization process could be very important to our understanding of the "real world" teacher education program. Understanding more about the areas of matches and areas of large differences between the new teachers' expectations and their perceptions of school realities, pressures and support from fellow teachers, the influences of the principal and district office staff - all are critical to developing and retaining effective teachers.

The research of Conners (1978), Craig (1984), Denemark (1985), Everett-Turner (1984), Hawke (1980), Hopkins and Reid, (1985), Horowitz (1968, 1984), and Trew-Williams (1986) also encouraged researchers to pursue studies which focus upon various aspects of the teaching profession. Trew-Williams's (1986: 209-213) research recommendations explicitly identified a need to explore and refine the theory on stages of teaching careers.

Tyler's (1981: 141-152) perceptions of teacher education and the future are indeed pertinent. He believed that the task of preparing teachers was unfinished and suggested that all teacher educators direct their energies toward a more comprehensive view of the teaching profession. In keeping with the work of Hall (1982a) and others, Tyler recognized the importance of research which addressed teaching as a continuous and developmental career. In drawing conclusions surrounding the challenges facing teachers, and teacher educators Tyler (1981: 151-152) argued that

> Time is not sufficient in the pre-service program of teacher education to acquire all the intellectual and emotional resources that could be helpful. Preservice education must be conceived as a substantial beginning of a lifelong program of professional education.

Delimitations of the Study

The study was delimited to the experience of five beginning teachers who graduated from a faculty of education affiliated with a western Canadian university in 1987 and who had been contracted by provincial school jurisdictions to begin teaching at the elementary school level September 1, 1987. More specifically, the study was further delimited to the identification of beginning teachers' expectations of the teaching profession prior to and during the first six months of the teaching experience and to propositions offered for consideration and judgment.

Limitations of the Study

The limitations of the study reflected the internal and external validity of the research design (Lecompte and Goetz, 1982). Accordingly, the study was limited by the choice of the exploratory multi-case study field research process and was further limited by the informants' ability to recall and describe events, their willingness to discuss truthfully their perceptions concerning expectations, and the ability of the researcher to accurately record and analyze their responses. The study was further limited as the particular nature of the teacher group did not permit the generalization of findings beyond the teachers identified in the study.

Summary

It was the purpose of Chapter I to identify the focus of the research. Chapter II is designed to orient the reader to the relevant literature on teacher socialization research, and related aspects of organizational psychology literature. In Chapter III an overview of the research methodology and a detailed account of the research process are presented. Included in that chapter is a synopsis of the pilot study, and descriptions of the data collection techniques, data analysis methods, and procedures employed to

ensure methodological rigor. Chapter IV provides an introduction to the teachers of the study. The chapter includes a brief biographical account of each teacher and a description of the teaching setting. The fifth chapter offers the reader a thematic interpretation and analysis of the data. Chapter VI focuses specifically on the conclusions and recommendations generated from the interpretation and analysis of data.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This study sought to determine what beginning teachers expected to gain from the teaching profession and give to the teaching profession during a critical time period of the transitional phase of the teacher socialization process. Collectively, the works of many educational researchers provides an amalgam of information that deals with the professional development continuum of school teachers. Recent research conducted by Carruthers (1986), Craig (1984), Everett-Turner, (1984), Hawke (1980), Trew-Williams (1986), Tardif (1984), Wheeler (1988), MacKinnon, (1987) and others has effectively exposed the nature of teacher development and the problems which beset it. Their work has provided a foundation from which to analyze the personal and situational causes that contribute to the socialization of beginning teachers.

An Orientation

It is the function of this review to provide an overview of the factors most closely associated with the teacher socialization process and the focus of this study. It is believed that such an orientation will assist in more effectively conceptualizing the process of becoming a teacher. A selected group of terms has also been provided to assist in this regard.

Definition of Terms

For the purposes of this study the following definitions have been adopted.

Transitional phase - a phase in the teacher socialization process where a beginning teacher sees what the teaching profession is like and in which there is an initial

shifting of values and expectations (Sanders and Yanouzas, 1983).

Teacher socialization - the process whereby an individual acquires the social knowledge and skills necessary to assume the role of teacher within a school organization.

Beginning teacher - a recent graduate of a faculty of education, from a Western Canadian university who is contracted to teach for a provincial school jurisdiction beginning September 1, 1987.

Expectations - those things anticipated by an individual which either they expect to gain from the teaching profession or give to the teaching profession. (Adapted from Schein, 1980: 99).

Psychological Contract - an "implicit contract between an individual and his organization which specifies what each expected to give and receive from each other in their relationship" (Kotter, 1973: 92).

The literature on teacher socialization has assumed that the school is an organization, and that individuals within the school system are interdependent upon one another for the attainment of goals (Katz and Kahn: 1978). Correspondingly, the literature has revealed two broad categories in the research on teacher socialization: the outcomes of teacher socialization, and the factors that influence those outcomes.

Outcomes of Teacher Socialization

The research results are consistent with respect to the outcomes of socialization. As Wells (1984: 8) suggested

> researchers have found that progressive and liberal views students adopt during college, shift after their initial teaching experiences. New teachers come to accept traditional values and attitudes towards education in order to work within the organizational system.

Similarly, Zeichner and Tabachnick (1981: 7), reflecting upon the work of

Anderson (1974), Fuller and Bown (1978), and Feldman and Newcombe (1973), questioned the relative impact of universities on teacher socialization and accepted the view that

> students become increasingly more progressive or liberal in their attitudes toward education during their stay at the university and then shift to opposing and more traditional views as they move into student teaching and in-service experiences.

Earlier studies by Hoy (1968), McArthur (1978), and Rothstein (1979) attributed changes in teacher attitude to the socialization process, while more recently, Griffin (1984) and Tardif (1985), recognized the need to counter the teacher socialization process in order to "free" the core beliefs and values of prospective teachers.

Factors of Influence

The current research on teacher socialization has identified particular factors which influence the outcomes associated with the socialization process. From this research, both the temporal nature of the socialization process and the instrumental agents which impact on an individual have been identified.

Phases of Socialization

Various educational theorists have interpreted when the teacher socialization process occurs. Giroux (1980), Hoy (1968), Lortie (1975), and Pruitt, Lee and Marion (1978) viewed the process of teacher socialization beginning during the individual's university training, while other authors considered the socialization process starting once the individual began student teaching (Friebus,1977; Hoy and Rees, 1977; Pataniczek and Isaacson, 1981). Correspondingly, other analysts such as Becker (1951), Eddy (1969), Lacey (1977), and Lortie (1975) believed that the process of teacher socialization occurred once the individual entered the school system. According to

Lortie (1975), teacher socialization occurred during the thousands of hours prospective teachers spent as pupils in schools.

Recently, however, both teacher educators and organizational theorists (Feldman, 1981; Hall, 1983; Porter, Lawler and Hackman, 1975; Sanders and Yanouzas, 1983; Schein, 1978, 1980) arguing that the socialization process was continuous and developmental in nature, suggested that the teacher socialization process occurred in phases. According to these authors, the process included three interrelated phases where continuity and overlap occurred. In this regard, Van Maanen (1976:80-81) recognized that these phases in the socialization process were interdependent and often implied a causal order.

Feldman (1981) labeled the phases "anticipatory," "encounter," and "change and acquisition." From Feldman's (1981: 310) perspective, the "anticipatory" socialization phase encompassed all the learning that occurred prior to a teacher beginning to teach. The second phase, "encounter," represented the initial experiences of starting to teach, while the "change and acquisition" phase related to skill mastery, role affirmation, and value and norm adjustment, and occurred after the "encounter" phase.

Instrumental Agents of the Socialization Process

Formal theoretical and practical teacher education training, the bureaucratic nature of schools, the impact that significant others have on beginning teachers, and the expectations associated with the socialization process have been identified by educational researchers as "external" factors which influence teacher attitudes during the socialization process.

A. The Influence of University Training and the Socialization Process.

Current research has suggested that beginning teachers relied more upon the

practical aspects of their training than on the theoretical components of teacher education programs. Furthermore, beginning teachers considered their overall professional training to be less than adequate, and one which did not prepare them for the realities of teaching (Wells, 1984). In arguing this point, Giroux (1980) reasoned that teacher education programs functioned as agencies of social control by educating prospective teachers to accept certain attitudes and skills. He suggested that because teacher education programs did not encourage critical thinking, the beginning teacher could only conform to the already established attitudes of the profession. Zeichner and Tabachnick (1981: 7) referred to this conforming process as a "progressive - traditional shift" resulting from students being caught between the conflicting demands exerted by the schools and universities. They, like others, concluded that the socialization teachers received while training was suspect and required modification. They also agreed that the bureaucratic nature of the school was influential and needed to be examined more thoroughly.

B. The Influence of the Bureaucratic Nature of Schools and the Socialization Process.

In describing the characteristics of educational organizations, many writers have been impressed by the similarities of schools to the bureaucratic model (Pellegrin, 1976). As Moore (1967:6) explained, teachers are managed not managers and

> any teacher in urban schools is simply a part of a larger organization that conforms by and large to the pattern of bureaucracy . . . .

Similarly, Eddy (1969), and Hoy and Rees (1977) viewed schools as bureaucratic in nature and found that student teachers became more bureaucratic in orientation and generally more custodial. Eddy (1969) concluded that the success of teachers was not judged by their ability to teach, but rather by their ability to conform to "ritualistic patterns of behavior." Helsel and Krchniak (1972) suggested that beginning teachers

being unprepared for the school system, were shocked into accepting the rules and regulations imposed by the organization. More recently, Wells (1984:12) concluded that the bureaucratic nature of schools caused beginning teachers to conform to the traditional values and practices as a means of basic survival. Her research further indicated that the individuals, to whom beginning teachers turn for advice and direction, also contributed to this shift in traditional thinking.

C. The Influence of Significant Others and the Socialization Process.

The learning experiences of prospective teachers are significantly influenced through the roles played by significant others. Lortie's (1975: 61-62) concept of "apprenticeship of observation" suggested that students' perceptions of the teacher were developed over time. He also believed that former teachers and professors played an important role in the shaping of perceptions of the teaching profession. Lortie contended that the unique relationships students had with cooperating teachers during practica experiences molded their beliefs, attitudes, and expectations toward teaching. According to Zeichner (1980, 1983), the attitudes and behaviors of student teachers shifted toward those of their cooperating teachers after initial teaching experiences. Like Zeichner, Wells (1984: 17) pointed out that

> role models within the school system have a great impact upon the individual's adoption of teaching strategies and values. Individuals not only teach as they were taught, but rely on colleagues as well to help them learn the keys to survival within the organizational system.

Although the literature is consistent in concluding that beginning teachers adopt traditional methods and attitudes as a result of the factors which influence the socialization process, there is no agreement as to when this process takes place. In accord with Feldman's (1981) work, however, it could be suggested that the influence of university training and significant others occurs during the "anticipatory" phase of the

socialization process. The effect of the bureaucratic nature of schools and similarly, the influence of teacher role models may occur during the "encounter" and "change and acquisition" phases of the teacher socialization process. Berlew and Hall (1979: 24-35) suggest, however, that the expectations of other people strongly determines behaviour. In the language of role theory, the behaviour of a focal person is strongly influenced by the expectations of significant others, sometimes referred to as role senders.

D. Expectations and the Socialization Process.

As Wells (1984: 19) has argued, more research should focus on the school environment and also upon beginning teachers' perceptions of the profession. Feiman-Nemser and Floden (1986), whose research focussed upon the cultures of teaching, supported Wells's claim by suggesting that a wide range of topics still needed to be addressed. Although the research has suggested that school experiences, university training, bureaucratic norms associated with schools, the environment, and important role models collectively serve to mold beginning teachers' attitudes, little is known about what beginning teachers' professional expectations are of the teaching profession or what shapes them. The importance of the professional expectations of beginning teachers is not addressed in current research on teacher socialization. It is therefore necessary to look to research conducted in other professional fields and disciplines to assist in new research initiatives. As Johnston and Ryan (1983: 155-156) remarked " professional socialization, ... and the beginning year are not concerns unique to teaching." They further stated that "knowledge and research from academic disciplines such as psychology, anthropology, and sociology should be incorporated into our understanding of beginning to teach."

Accordingly, the research conducted by Berlew and Hall (1966, 1979), Kotter (1973), and more recently Schein (1978, 1980, 1985), which recognized the significance of professional expectations with respect to the "joining-up" process of new

employees, is considered useful in studying the expectations of beginning teachers.

Writing about the process of assimilating new employees into organizations, Kotter (1973) used the term "matching" in an effort to explain part of the transitional process that occurred between employees and employers when unwritten sets of expectations of both parties were or were not met. Kotter based his research on the "psychological contract" theory developed by Argyris (1960) and Levenson (1962). Kotter (1973: 92) defined the "psychological contract" as an "implicit contract between an individual and his organization which specifies what each expected to give and receive from each other in their relationship." Kotter contended that if there were close similarities between the expectations of both parties involved a "match" was possible, and interest, commitment, and overall support would result.

Kotter's (1973) research confirmed that matches in expectations correlated with greater job satisfaction. His research suggested that the clearer individuals understood their own expectations, the higher the probability of a "match."

In support of Kotter's claims, Schein (1978, 1980) concluded his discussion oriented to motivation and the "psychological contract" by emphasizing the importance of the "psychological contract" as a major variable in influencing change and creating organizational stability. Schein (1980: 99) hypothesized that

> whether people work effectively, whether they generate commitment, loyalty, and enthusiasm for the organization and its goals, and whether they obtain satisfaction from their work depends to a large measure on two conditions:
>
> 1. the degree to which their own expectations of what the organization will provide to them and what they owe the organization in return matches what the organization's expectations are of what it will give and get in return.
>
> 2. the nature of what is actually to be exchanged (assuming there is some agreement) -money in exchange for time at work; social need satisfaction and security in exchange for hard work and loyalty; opportunities for self-actualization and challenging work in exchange for productivity, high quality work, and creative effort in the service of the organizational goals; or various combinations of these and other things.

The implications of the research conducted by Kotter (1973) and Schein (1978, 1980,1985) are significant for understanding more precisely what beginning teachers expect to gain from the teaching profession and give to the teaching profession. Research which links teacher socialization and "psychological contract" theories, by identifying what professional expectations beginning teachers have of the profession, would contribute to the existing research on teacher socialization and provide more knowledge to better understand the process of becoming a teacher.

Summary

The numerous studies documented in the literature which address the teacher socialization process and the professional development of teachers have collectively reinforced the importance of educational researchers furthering their efforts in an attempt to isolate and understand the needs of practicing teachers. This chapter provided an orientation to this literature and functioned also as a theoretical bridge for this study. The purpose of Chapter III is to clarify the methodological and procedural processes followed by the researcher in completing this study.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

The intent of this study was to determine what beginning teachers expected to gain from the teaching profession and give to the teaching profession during a critical time period of the transitional phase of the teacher socialization process. The design of this study was determined by the nature of the research problem and required that a methodology, fundamentally built on ethnographic research methods, be employed. For this reason an exploratory multi-case study field research process was selected utilizing informant interviewing techniques (McCall and Simmons, 1969). Furthermore, it was recognized that the context of the research was bound by the delimitations and the qualitative nature (Denzin, 1978) of the study.

According to Kerlinger (1973: 406) this kind of process served "to discover significant variables in the field situation, to discover relations among variables, and to lay the ground work for later, more systematic and rigorous testing of hypotheses." Van Maanen (1983: 10) also acknowledged the contextual value of this process and emphasized the important contribution a qualitative methodological inquiry could make to the "ultimate knowledge of research."

This study investigated the initial teaching experiences of beginning teachers and attempted to capture their personal perceptions of becoming a new teacher. The purpose of this chapter is to identify the natural progression of the research and the processes used in collecting and interpreting the data associated with these new career perceptions.

Qualitative Research Methodology

In an effort to seek knowledge about the "infinitely complex" (Spradley and

McCurdy, 1972) lives of people, the ethnographic research methodology has over time been identified as an important means of gaining a more complete understanding of phenomena and as a vehicle for establishing "theoretical structures" from which to view reality. Characteristically this method identifies the natural setting as the direct source of data and the researcher as the "key instrument." Similarly, this qualitative methodology employs a descriptive, analytically inductive process that brings meaning and understanding to phenomena being studied (Bogdan and Biklen, 1982: 27 - 30).

While many theorists argue how such meaning and understanding should emerge, adaptations to the strict qualitative research posture posited by various researchers (Beattie, 1965; Everhart,1976; and others) have gained acceptance within the educational research community and in so doing, have allowed researchers to guide their qualitative studies by asking both explicit and implicit questions. Dobbert (1982: 13), in commenting on the scientific basis for qualitative research, suggested that it was appropriate to support the "grounded theory process" by considering question alternatives. Clarifying her perspective, Dobbert recognized the utility of the "systematic generating of theory from data that itself [was] systematically obtained from social research" (Glaser 1978: 2). In discussing the issue, she stated that

> it seems to me scientifically preferable to state questions based on all relevant sources of information, including theory, then to revise them as they prove to be inaccurate, unworkable, or just plain wrong.

Miles (1979), in writing about qualitative research, further identified the "attractive qualities" ethnographic methodology offered both the researcher and the consumer of the research. Casting light on the appropriateness of such a research, Miles (1979: 117) suggested that the data generated from qualitative research

> lend themselves to the production of serendipitous findings and the adumbration of unforeseen theoretical leaps; they tend to reduce a researcher's trained incapacity, bias, narrowness, arrogance; and their results, . . . have a quality of "undenyability" (Smith: 1978) that lends punch to research.

Miles (1979) affirmed Dobbert's theoretical perspective, by addressing the concept of "grounded theory" (Glaser and Strauss: 1967) and the need for a research frame of reference. He stated that

> much has been written about developing "grounded theory," being open to what the site has to tell us," and slowly evolving a coherent framework rather than "imposing" one from the start. But the need to develop grounded theory usually exists in tension with the need for clarity and focus; research projects that pretend to come to the study with no assumptions usually encounter much difficulty. We believed - and still do - that a rough working frame needs to be in place near the beginning ...

While certain license is afforded qualitative researchers, the "theoretical underpinnings," as cited by Bogdan and Biklen (1982: 30-38), reinforce the process embedded in qualitative research and also identify the role of symbolic interactionism (Denzin, 1978) in conferring meaning on the phenomenon being studied. Furthermore it was their's and others' (Dobbert, 1982; Glaser and Strauss, 1967; Guba and Lincoln, 1985; Spradley, 1979) opinion that theoretical justification and methodological rigor were embellished by tests of "credibility," "fittingness," "auditability," and "confirmability" (Guba and Lincoln, 1985: 185-186). From their perspectives, while the nature of the research could very well dictate the kind of field research methodology, the processes of affirming validity and reliability were implicit in the qualitative character of the research.

Methodological Justification

The problem of ascertaining what beginning teachers expected to give to and gain from the teaching profession required that the researcher identify a viable research approach. While numerous ethnographic studies served as models (Craig, 1984; Hawke, 1980; Kluczny, 1984; MacKinnon, 1987; Tardif, 1984; Trew-Williams, 1986; and others), it was determined that an exploratory multi-case study approach, which

allowed for informant affiliation and the opportunities of informants to articulate their perspectives of giving to and getting from the teaching profession over time was appropriate. This decision was in keeping with what Guba and Lincoln (1986: 56) observed as "the choice between research paradigms" where decisions concerning research approaches were based according to the "best fit between the assumptions and postures of a paradigm and the phenomenon being studied." Further, it was concluded that rich data could be generated through the use of in-depth semi-structured interviews, and supplementary individual anecdotal records, field notes, and contextual data. Guba and Lincoln (1985: 186-187) and earlier McCall and Simmons (1969: 9) emphasized the utility of this approach. They recognized that the informant interviewing method elicited information from an informant about phenomena not witnessed by the researcher. Similarly, they agreed that the approach lessened the chances of misunderstandings between the inquirer and the informant, accommodated the informant's knowledge, degree of involvement, and status, and provided the researcher with an opportunity to utilize an informant's "natural language" for purposes of "discovery."

The Methodological Process

The study utilized complementary data collection techniques in order to capture beginning teachers' expectations of the teaching profession over time and to facilitate the exploratory multi-case study research design. An initial pilot study was conducted during the the first week in April 1987 at a western Canadian university to provide the researcher with relevant interview information designed to facilitate the formal research process. A formal study that incorporated two phases was conducted between June, 1987 and September, 1988.

Throughout phase one of the formal study, tape-recorded, semi-structured interview data were collected from volunteer teachers prior to teaching and over the first

six months of their first teaching experience. These data and supplementary anecdotal record data, field note data, and contextual data were gathered initially analyzed and interpreted.

The second phase of the formal study focussed upon deeper data analysis, further theoretical interpretation of the data, and the subsequent reporting of findings. The data generated from the semi-structured interviews and the supplementary data were analyzed following the procedures outlined by Guba and Lincoln (1985), Skrtic (1985) and Spradley (1979). The "creditability," "fittingness," "auditability," and "confirmability" of the analysis and subsequent interpretations of the data were met through employing selected techniques as outlined by Guba and Lincoln (1985). Close monitoring of responses occurred through a reactive interviewing process, while samples of the individual interview responses were triangulated with supplementary individual informant data. Samples of the data analysis were then tested by an independent panel of educators who were requested to review and verify the analysis and affirm objectivity.

The Pilot Study

In keeping with Dobbert's (1982) observation, it became the specific purpose of the pilot study to provide the researcher with relevant information that could be used in designing and structuring interview questions and to assist the researcher in refining interview, data collection, and data analysis techniques that were to be utilized in the formal study. The pilot study was conducted during the first week in April, 1987 as a means of identifying what pre-graduate education students' expectations were of the teaching profession.

Through consultation with the research supervisor, the decision to conduct the pilot study based on the above rationale was made in early January, 1987. It was also

decided that the pilot study would be conducted at a location where possible volunteer candidates for the formal study were residing. An initial organizational plan was approved and formal contacts were made with the identified teacher education faculty associated with a western Canadian university on January 22, 1987. Details of the study were discussed with faculty members teaching fourth year undergraduate classes. Verbal approval to conduct the pilot study was provided on February 5, 1987.

The pilot study was delimited to elementary and secondary teacher education students registered in their last semester of a four year baccalaureate Education degree program. The study was further delimited to only those students expecting to complete all the requirements of the degree by the Summer of 1987. Following these criteria, sixty-nine students identified from four senior education classes agreed to participate.

A two-hour period of time with each student group was allocated to the researcher for the purposes of presenting the formal study objectives, recording student perceptions emanating from group discussions, and for collecting written comments from each student concerning what their expectations were of the teaching profession. Students' written comments were recorded on response forms provided by the researcher (see Appendix A). Anonymity was maintained as student names were not recorded on the response forms. Each student was, however, requested to record a degree program completion date.

Completed response forms were collected and compiled for analysis purposes. Of the sixty-nine completed response forms, forty-three students indicated that they would be completing their degree requirements in the Spring of 1987. Twenty-six students indicated that they would be completing their degree requirements during the Summer of 1987.

For the purposes of conducting a content analysis of the data obtained from the 69 student respondents, the researcher employed the systematic data analysis approach

suggested by Spradley (1979). As well the researcher adapted the data analysis taxonomy developed by him for conducting a "domain analysis" of the acquired data. As one of the functions of the pilot study was to provide relevant information which could be used later to design and structure interview questions for use during the formal study, no attempt was made by the researcher to complete a "taxonomic analysis" of the data.

In reference to "domain analysis," Spradley (1979: 107 -119) suggested that a systematic search using semantic relationships was necessary in structuring domains. According to Spradley (1979: 118) six sequential steps in "domain analysis" were required. He outlined the steps as

(1) Selecting a single semantic relationship
(2) Preparing a domain analysis work sheet
(3) Selecting a sample of informant statements
(4) Searching for possible **cover terms** and **included terms** that appropriately fit the semantic relationship
(5) Formulating structural questions for each domain
(6) Making a list of all hypothesized domains.

A computer assisted content sort database (Macintosh - Think Tank 128, version 1000: 1984) was employed to facilitate the initial "domain analysis." The database was designed to identify common key terms which could then be sorted into open categories. Once each statement from the students' written responses was categorized according to common key terms, the researcher reviewed each category of responses in order to select single semantic relationships. Of the nine semantic relationships outlined by Spradley (1979: 111) the semantic relationship suggesting sequencing was utilized. In this regard, **included terms** (folk terms belonging to the category of knowledge named by the **cover term**) associated with each student response were considered as steps or stages in the development of a **cover term** (names for a category of cultural knowledge). More precisely, an **included term** was semantically related using the

following format: INCLUDED TERM (X) IS A STEP(STAGE) IN COVER TERM (Y).

If, for example, a student's response (X) was "give new ideas and innovative ideas to routine programs." the **included term** (X), or in this instance the included statement (X) would be considered a step or stage in being innovative. In this case, "Introducing Innovation" was considered a **cover term** or (Y) according to the format used.

The data based program allowed the researcher to identify **cover terms** and shift particular data (**included terms** or statements) to other more appropriate categories. Two general categories were formulated based upon the original problem statement. Input data focussed upon what students perceived they would either give to the teaching profession or gain from the teaching profession.

As a result of the database sort process, **cover terms** were identified using a sequential semantic relationship identification process, reordered and then categorized. From the sort process, nine initial **cover terms** were created that suggested domain equivalence for what students expected to give to the teaching profession. Correspondingly, twelve initial **cover terms** were created for what the students expected to gain from the teaching profession. (see Appendix B) As one of the main functions of the pilot study was to assist the researcher in developing semi-structured and structured questions, selected **included terms** or statements were interpreted by using semantic relationships outlined by Spradley (1979: 11).

The Formal Study

- **Temporal and Data Source Considerations .**

The transitional phase of the teacher socialization process was identified by researchers as primarily occurring during the first year of teaching. Although it is recognized that such a phase could vary in length, a critical period of the transitional

phase has been identified by Feldman (1981), Kotter (1973), Schein (1978, 1980), Van Maanen (1979,1984), Zeichner and Tabachnick (1985) and others as occurring during the initial few weeks and months of employee induction. The time frame of six months was chosen for this study to correspond with the critical time period suggested in their research. The semi-structured interview reporting schedule was developed in order to provide time for each volunteer teacher to reflect upon the study questions, write anecdotal records, and interact directly with the researcher. A review of anecdotal record keeping was conducted with each volunteer teacher and attention was given to enthnographic interview processes as outlined by Spradley (1979, 1980) in order to obtain detailed responses from each volunteer teacher. The reporting schedule was also designed to coincide with and accommodate the local school semester timetables.

The Teachers of the Study

The beginning teachers who volunteered to assist in this study were graduates from the 1987 class of a Faculty of Education affiliated with a western Canadian university who were contracted to teach for a provincial school jurisdiction beginning September 1, 1987. The volunteer teacher group was selected in June, 1987 from a directory prepared by cross referencing the professional registry list supplied by a provincial Teachers' Association, School Board employment lists, and the graduating class list supplied by the Registrar of the university. An initial teacher directory of 33 teacher candidates was developed and further refined to a list including only those individuals graduating with a baccalaureate elementary education degree from that post-secondary institution, a description of each individual's degree specializations, and a code, as identified by faculty members, which represented each individual's possible employment potential at that time. The teacher directory served as a register that assisted the researcher in identifying graduates who were employed, or had the potential of securing employment with a provincial school jurisdiction commencing September 1,

1987.

In July, 1987, twenty-one candidates listed in the teacher directory were contacted by the researcher in an effort to confirm employment. A resultant seventeen individuals were identified from the directory as signing bonafide teaching contracts with provincial school jurisdictions. Upon being briefed about the nature, delimitations, and the methodological process associated with the study, eleven of the seventeen teachers were identified as those individuals who were contracted to teach elementary grade levels as defined by provincial educational policy. Because data collection accessibility was critical to the nature of the formal study, a second selection criterion, that of teaching location as determined by the resources made available to the researcher, was also considered. Of the eleven recognized teacher candidates, two teachers had secured teaching positions in remote provincial locations, thus making accessibility difficult. For this reason , the remaining nine candidates were considered for the study based upon their willingness to participate, their ability to articulate, interpret, and evaluate their thoughts concerning the research design problems, and their ability to maintain accurate anecdotal records. As well, consideration was given to the time period selected for the study, the nature of the research design and data collection methodologies, the need to generate rich descriptive data, and the possibility of teacher attrition.* Of the nine candidates, five teachers volunteered to participate as informants for the study. The pseudonyms chosen to ensure informant anonymity were Darlene, Marsha, Sandy, Ross and Kirk.

Once the five teachers volunteered to participate in the study, all were informed of

*Gougeon (1984) in studying the socialization of beginning rural teachers, identified that the uncertainty of expectations places a high stress load on beginning teachers. Lack of experience and a fear of failure were categorized by Gougeon as concerns with which first year teachers had to cope. Considering this, the methodological nature of this study, and the informants' pre-service experience and personalities, the researcher selected five teachers instead of four teachers (as identified in earlier dissertation proposal stages), anticipating that one or more of the volunteer teachers would either resign from their teaching duties or be relieved of teaching duties prior to the end of the critical time period selected for this study.

the ethical considerations associated with the research and the opportunity to withdraw from the study at any time. Each teacher was requested to sign a "Participant Consent Form." (see Appendix C)

Nature of the Data Collection Process

The five volunteer teachers secured teaching positions in five different communities throughout the southern part of a prairie province. Darlene, Sandy, Kirk, and Ross were contracted to teach in small rural communities while Marsha was assigned to teach in a small urban city. In mid-August a meeting was arranged with the teachers to brief them again on the nature of the study and to ascertain their preparatory and personal plans prior to the start of the school year. At the meetings each teacher was provided with an overview copy of the study and anecdotal diary material for recording purposes. Correspondingly, tentative interview time frames were established, an outline of their role was discussed, an exchange of addresses and telephone numbers was made to facilitate future organizational planning, and opportunities for answering questions were provided.

Formal interview sessions were arranged in accord with the teachers' schedules and were held every three to five weeks either at the teachers' schools, their homes, and/or in the office of the researcher. In total thirty-two tape-recorded interviews of approximately one-and-a-quarter hours in length were conducted. Each interview was later transcribed prior to the next scheduled interview while field note data were recorded by the researcher on audio tape prior to and following each interview session. Subsequent notations and analysis enriched data were generated by the researcher while transcribing the tape-recordings or when reflecting upon the on-going research process.

Various informal sessions were held with the teachers throughout the "transitional" time period. While these sessions were not tape-recorded, the researcher had the

opportunity to reflect upon each meeting and record points raised in the discussions. Similarly, as the relationships between the researcher and the five teachers developed, more informal opportunities to interact occurred. By late fall numerous telephone conversations provided the researcher with more insight into the teachers' experiences and the researcher recorded the dates of the conversations and noted the reasons behind the exchanges.

It was made obvious to the researcher early in the study that the busy schedules of the five teachers conflicted with the interview time frame established during the initial meetings in August. As a result, time adjustments were made to the interview schedules in an effort to accommodate the needs of all the teachers.

The researcher frequently encouraged and reminded the teachers to maintain their anecdotal diaries. During each interview and informal conversation reference was made to the importance of the diaries. While the intentions of the researcher and the teachers were good, the nature of the request and the time made available by first year teachers to produce extensive diaries proved difficult. Because of this, further data, of a reflective nature were requested by the researcher. Each teacher was asked to answer five questions as a means of providing historical and intuitive perspectives. These data were submitted as supplementary anecdotal information.(see Appendix D)

The Process of Data Analysis

In an effort to address the research problem, the exploratory multi-case study design was selected as a means of securing the informants' interpretations of what they expected to gain from the teaching profession and give to the teaching profession during a critical time period of the transitional phase of the teacher socialization process. While many researchers such as Bogdan and Biklen (1982), Dobbert (1982), Ellen (1984), Guba and Lincoln (1985), Mitchell (1984) have identified various approaches to this design, the study emphasized the theoretical connection between the events that occurred

during the transitional phase of the teacher socialization process rather than in the attributes of the events themselves. Mitchell (1984: 238) suggested that such a case study approach allowed the morphology of the situation to be reflected through behaviour of the protagonists and their interpretation of the behaviour as conditioned by that situation. Mitchell (1984: 238) also contended that selecting a particular situation for analysis was a crucial and tactical consideration for analytical purposes and furthermore believed that the process of "selecting" specific situations was pre-conditioned by the tenor of the research and the circumstances under which the research was undertaken. As Beattie (1984: 2) suggested, researchers who had no clear idea of what they were looking for would simply fail to select situations appropriately and would run the risk of not finding solutions. Those researchers who were selective, but who had too precise a notion would, according to Beattie, find what they were looking for when in fact it was not there.

Although most researchers agree that the clarity of the research focus is consequential to the selection process, each case study associated with a certain research orientation could vary in complexity and may prove problematic to analytical methodology. Bogdan and Biklen (1982: 58-65) recognized the complexity of the case study approach and were in agreement with Mitchell's (1984: 240) suggestion that the case study approach was essentially a "**configuration**" rather than a summary or sort of "**average account**" of events. As Mitchell (1984: 239) identified, a good case study enabled the analyst to establish theoretically valid connections between events and phenomena which previously were ineluctable. He stated

> From this point of view, the search for a "typical" case for analytical exposition is likely to be less fruitful than the search for a "telling" case in which the particular circumstances surrounding a case serve to make previously obscure theoretical relationships suddenly apparent.

Case analysis and the objectivity that is associated with the "telling" of each case,

however, are limited by the circumstances under which data are made available. Correspondingly, the utility of specific information generated through an ethnographic research methodology becomes evident only when it fits into the total body of data.

The qualitative process by nature generates masses of information which must be categorized, synthesized, and evaluated. In essence, to understand the data, they must be analytically organized. To Dobbert (1982: 269) it was only through employing a data analysis process that "sense [could] be made of data." As she contended from a scientific perspective, "data do not answer research questions; rather it is more correct to say that the data must be carefully organized [analyzed] before explanations can be achieved."

The process of analytically organizing the data collected in this study followed a two-phase event cycle which first required the researcher to interpret data generated from informant interviews, identify terms or phrases that had the potential for categorization, isolate incongruence, and conduct further interviews, while repeating the cycle. Phase 2 of the process required that all the data be inputted into an index and retrieval database system and that "key" meanings be applied to each specific data source. Furthermore, this phase required the identification of thematic relationships, the search for contrasts, the reworking of "key" meanings, and the final generation of major and minor themes.

Underlying both analytical phases was the need to follow a conceptual model of qualitative data analysis. For this reason the researcher relied upon the work of Glaser and Strauss (1967) and Spradley (1979). Since the researcher was familiar with the sequential research activities as outlined by Spradley (1979) care and attention was given to how the data was attained and interpreted. While the study was not recognized as a "true ethnography," efforts were made to follow domain, taxonomic and componential analysis. In this regard Spradley (1979: 142-143) summarized that

ethnographic analysis was defined as a search for the parts of a culture, the

> relationships among parts, and their relationships to the whole. Combined with ethnographic interviewing, ethnographic analysis leads to the discovery of a particular cultural meaning system. The first kind of analysis (domain analysis) enables you to isolate the fundamental units of cultural knowledge, the domains into which informants organized what they know. Then by using structural questions, you verified the domains and elicited the folk terms which were included in those domains.

Spradley suggested that shifting to the "internal structure of domains" made it possible to identify taxonomic relationships while searching for contrasts, sorting, and grouping would lead to a componential conclusion.

During the field work data collection time period, the researcher utilized semantic and contrasting questioning techniques in an effort to maintain the integrity of the ethnographic analysis process outlined by Spradley. Similarly, these techniques and the corresponding sequential stages of the analysis were implicitly reflected in the data analysis process.

The researcher considered this process in keeping with what Glaser and Strauss (1967) defined as the "constant comparative" analysis method. In their terms Glaser and Strauss (1967: 104-105) suggested that

> the constant comparative method is concerned with generating and plausibly suggesting (but not provisionally testing) many categories, properties, and hypotheses about general problems. Some of these properties may be causes, . . . conditions, consequences, dimensions, types, processes etc.

Accordingly they suggested that isolating categories and comparing incidents applicable to each category was important. Similarly they agreed that integrating categories and their properties, delimiting, and writing theory were further stages in the constant comparative process.

The data and subsequent preliminary data analysis provided the researcher with an initial base from which to input the data. To facilitate this procedure a database was selected that had the capabilities of locating all the data, identifying categories, merging categories as a means of searching for contrasting and common criteria, and printing all

combinations of data upon request. This approach was selected to facilitate the data analysis process and was supported by Giordano (1988) who recognized the utility in this type of technological service. Giordano (1988: 54-60) in writing about database retrieval and indexing systems stated that

> until recently, researchers engaged in qualitative analysis have had little computer-assisted support, particularly for qualitative analysis of texts. . . . Designed for use on a microcomputer, [text retrieval database] is flexible enough to be tailored to specific applications yet general enough to support many applications without special programing.

In further commenting on the advantages of such database, Giordano (1988: 56) suggested that while spoken or informal written text was extemporaneous in nature rather than tightly structured like most formal written text, means were available to effectively accommodate data of this kind.

Procedural steps were followed by the researcher in phase one which included the initial transcription of all informant interview data using a content sort database (Macintosh - Think Tank 512, version 1.30NP: 1986). Each data entry was reviewed by the researcher and "key terms" were isolated to assist in the analysis of field work data. The database text was then converted to machine-readable text, coded, and entered into the retrieval and indexing database (Macware -Factfinder: 1984). Both database systems were selected on the basis of computer compatibility and associated program capabilities.

To index and retrieve the comments of the teachers on a variety of topics, the data were treated as having overlapping morphologies, with one idea embedded within another. Coded comment entries for each teacher interview were analyzed and "keyed" for meaning and overlapping associated meaning. Data stacks for all coded comments were then created along with a master file of key terms. (see Appendix E)

Upon request the database allowed the researcher to retrieve individual informant

comments linked to keyed or associated meaning, merge all informants' comments related to a particular key term, and reorganize or re-key coded comments when necessary. Functionally, the database assisted the researcher in fundamentally completing the domain, taxonomic, and componential analysis processes. Samples of the sort process are located in Appendix F.

The two phases of the analysis process allowed the researcher to discover themes and sub-themes associated with what each beginning teacher expected to give to and gain from the teaching profession. Subsequently, the analysis process assisted the researcher in cross-referencing the data and generating common themes for all five teachers.

Methodological Rigor

Because of the qualitative nature of the exploratory multi-case study field research process, concern for validity, reliability and the objective treatment of data arises. According to Guba and Lincoln (1985), searching for data credibility, auditability and confirmability becomes essential. LeCompte and Goetz (1982: 31-60) further reinforced this position of striving for "authentic results" by emphasizing the importance of ascertaining the validity and reliability of data through conscientiously "balancing ... various factors enhancing credibility within the context of [the] particular research problem."

For purposes herein, credibility of the data collected for this study was achieved by the researcher continually rating the five informants as being comfortable and unstrained during interactions with the researcher; not hurried and willing to spend time with the researcher; generally open and truthful although they may have had certain areas about which they would not speak about; able to provide to the best of their ability solid answers with good detail; able to stay on topic in order to relate important issues; thoughtful and willing to reflect on what they said (Dobbert, 1982). Similarly,

credibility of the data was measured by the the nature of the closely monitored responses of the informants over prolonged interview sessions held during the critical period of the transitional phase of the teacher socialization process (Speizman: n.d.)[in Guba and Lincoln,1985: 105].

A minimum of five tape-recorded interviews of approximately one and one-half hours were conducted with each informant through the months of September 1987 to February 1988 with frequent informal meetings and telephone conversations supplementing the formal informant interviews. The process also allowed the researcher to maintain a sensitive "distance" from the informants and debrief sequential data with professional teacher educators in an effort to preserve objectivity. As the data was collected over time, convergence was sought through cross-checking early informant accounts with later interview data. Limited anecdotal information and historical reflective data was provided by each informant and used to reduce the uncertainty of interpretation. Recognized by Guba and Lincoln (1985: 106-107) as a worthy, but difficult evaluative process, the study revealed the limitation of an anecdotal reporting system. In this instance the nature of the request and the time made available by first year teachers, as reported earlier, were incongruent.

The rigor of maintaining consistency throughout data analysis required that analytical decisions made by the researcher be reviewed or audited (Guba and Lincoln 1985: 120 - 124). Steps to select data for interpretation, based upon the relevant foundation of the study, were taken. Similarly, opportunities were provided for an audit team to interact with the researcher in order to verify that essential and methodologically sound options were employed during the analysis. The audit team was comprised of two professional educators who were actively involved in the preparation of teacher educators. Each individual held a Doctor of Philosophy degree, had extended qualitative and quantitative research experience, had published in refereed educational

research journals, and were currently professionally involved in educational research related to the developmental process of teacher education.

Audit trails were developed by first reviewing the transcriptions, identifying an appropriate entry point from which to initiate a domain analysis, selecting and sequentially listing related data, making identifications, and providing analysis statements.

Summary

Chapter III provided an interpretation of the methodological paradigm chosen for this study and justification for its use in this study. Furthermore, the chapter identified the specific methodological and analytical processes used in addressing the research problem. (See Appendix G for an interpretation of the methodological process) The following chapter draws attention to the characteristics and qualities of the five beginning teachers in an effort to bring the reader closer to the realities of those teachers as experienced by the researcher.

CHAPTER IV
THE TEACHERS OF THE STUDY

Introduction

The five beginning teachers who volunteered to act as informants for the study had graduated in May of 1987 from a four-year elementary teacher education degree program associated with a western Canadian university. Three women and two men made up the informant group.

Each volunteer informant had successfully gained employment with a provincial school jurisdiction following graduation. All five individuals had no previous teaching experience beyond the student teaching practicums associated with their undergraduate training. Sandra, Darlene, Marsha, Ross, and Kirk were identified by the researcher as informant candidates based upon their employment status, upon their ability to articulate, interpret, and evaluate their thoughts concerning the research design problems, and upon their ability to maintain accurate anecdotal records.

Sandra, Darlene, Marsha, Ross and Kirk, brought to their new teaching roles a blend of their personalities and their pre-professional teaching experiences. Their individual differences and varied family-life encounters contributed not only to how they perceived their lives and careers as teachers, but how they functioned in their daily personal and professional lives. Each individual's unique life experiences formed a personality intra-structure which directly interacted with the dynamics of their new professional career.

The portraits of Sandra, Darlene, Marsha, Ross, and Kirk, as presented in this chapter are provided to assist the reader in understanding more completely who these informants were. More importantly, each individual profile is presented to link the individual personality to the data in a way that will add rich character to the five teachers'

thoughts, beliefs, feelings, and circumstances as presented in Chapter V.

Chapter IV provides a biographical overview of each informant that includes: details of their childhood, school experiences and pre-service training, a synopsis of their six month teaching experience, their perceptions of teaching, and information pertaining to their present status.

Biographical Accounts

Throughout the data collection period each beginning teacher talked freely about their past as a child, as a student in school, and as a university student registered in a pre-service teacher education program. Furthermore, they discussed their feelings toward the significant others in their lives who supported and/or influenced them, identified personal and professional concerns associated with their new teaching positions, and speculated on their own goals and future aspirations in teaching. Invariably, each individual's response reflected the uniqueness of their situation and their individuality.

All five volunteer informants applied for and had been successfully selected into an elementary degree program offered by a western Canadian university. Their program consisted of a introductory liberal arts and science academic first year, a professional-education second year, and a third and fourth year course of study which consisted of a sixteen-week extended student teaching practicum and the opportunity to complete course requirements in areas of subject specializations. Throughout their four year teacher education program, a pedagogical focus was maintained and supported by the liberal arts or sciences. Three sequential student teaching experiences, each supervised by a different cooperating teacher, were requirements of the program. The third student teaching practicum incorporated a student teaching seminar, which was designed to assist the overall practicum process.

The calculated, graduation weighted-percentage-average for the five selected informants ranged from sixty-nine percent (69.0%) to seventy-four-decimal-eight percent (74.8%) while their extended student teaching practicum evaluation range from "very good" to "outstanding" on a professional development scale associated with a student teaching profile evaluation.(See Appendix F)

Biographical Profiles of the Five Beginning Teachers

Marsha's Profile

Marsha was a vibrant, talkative, self-confident, and positive individual who brought excitement and enthusiasm to whatever she did. Her personality seemed infectious and one which inspired others to "get on board" and to help, or make each situation better. At twenty-two years-of-age she was a tall, striking individual who eagerly responded to any leadership opportunities directed her way.

Marsha grew up in a family linked to the armed forces and was a sister to two older brothers and one older sister. During her childhood she lived in middle-Canada and also western-Canada where she attended Kindergarten to Grade Four and Grade Five to Grade Twelve respectively. She had mixed memories of her Kindergarten to Grade Four school experience. From her account, Marsha remembered that many school activities were supported by the school staff and that the principal was a pleasant and approachable individual. As she explained, that friendly open approach was welcomed by both the teachers and the students. Marsha commented:

> "I remember that is was quite an active school and the teachers and the principal always had a lot of activities for all the kids in the school. The principal was a real friendly guy and often came into our classroom to teach us a song. Even to this day when I think of it I do not know if you would see that too often with principals today ... that stuck in my mind" (Marsha interview: 8/25/87)

In recalling her Kindergarten, Grade One, Two, Three and Four experiences,

Marsha was humored by the thought of remembering certain teachers by certain events and believed that such experiences may have had some impact upon her perceptions of what was good and bad in teaching.

Her move to a new province and city at the age of ten was difficult for Marsha. At that time she was shy and reluctant to talk to other children and had the "horrifying" notion that nobody would like her or be her friend. Marsha's personality continued to grow as she became more familiar with her new home, and as she moved into the senior grades she viewed her school experience as one which provided her with the opportunities to become involved with various school activities.

For Marsha, however, her family's military roots influenced her decision to join the Air Cadet movement where she enjoyed the comradery and the opportunities to progress through the ranks. This out-of-school experience along with her formal schooling allowed Marsha to meet others and take part in many different activities. As Marsha recalled:

> "I was in Air Cadets when I went to high school and that was my big thing at that time. High school was fun, but it wasn't something that I really got involved in. There were lots of "cliquish" groups, something that I hated. I never really wanted to be part of any little group so I just decided to get along with everybody." (Marsha interview: 8/25/87)

She had experienced mixed feelings about going to university as she initially had considered attending military college. From Marsha's perspective she was not completely sure of what she wanted to do after high school and chose teacher education after completing the introductory course work associated with a Business Administration degree. Marsha was interested in reading, skating, swimming, and gliding, and in recalling those "decision filled" days commented on those factors which assisted her in making her university career choice. She reflected:

> "When I finished high school I was not sure what I wanted to do. I kind of thought I wanted to teach ... for the "big bucks" (laugh) but this counsellor in high

> school, who used to drag me into his office, convinced me that I should become an accountant, because I was getting 97% in Grade Twelve Accounting. So I just thought that that was the thing I was supposed to do. I registered in the Faculty of Business Administration my first year at the university. It turned out to be boring and because of the teaching I was doing in Air Cadets I thought that I would enjoy teaching. So in my second year I transferred over into Education" (Marsha Interview: 8/25/87)

The transition from high school to university was positive for Marsha, and she felt comfortable making the decision to enroll in the elementary teacher education degree program. Her impressions of the education classes she had registered in reinforced her commitment to teaching. The classes were challenging, allowed for the expression of personal views, provided a practical experience in a school, and were not "your basic write it down spit it out classes."

Marsha's academic and practical work was exemplary and her optimistic nature assisted her in dealing with the numerous crises which she, like others, had to contend with during the remaining three years of her degree program. In reflecting upon her classes and the initial student teaching experiences, Marsha said:

> "My first education class was really different than the other classes I had taken. My school experience at St. Mark's was great. I had Grade One and Two. I love kids and I could squeeze them to death. I had a good time, but I just wanted to try an older grade. So in my next student teaching experience I taught Grade Six, Seven, and Eight. I went from one extreme to the other. I really enjoyed that ... you could be yourself and I was more comfortable with that." (Marsha interview: 8/25/87)

Marsha maintained a respectable grade point average bordering on distinction and proceeded into the final extended student teaching practicum in her third year. Marsha taught Grade Five children at St Michael's elementary school and received an outstanding grade for the work she accomplished over the sixteen week experience. From her perspective, Marsha questioned whether she was just good at doing what she thought her cooperating teacher wanted her to do, or whether she was just "born" to teach. She commented:

"I was just thinking about student teaching ... it seemed that it went so well that

> perhaps I was doing things the way they wanted me to do them. My cooperating teacher said that I was an easy person to get along with and maybe you would think that I was doing everything just to please him. He would let me do anything that I wanted to do ... you can learn from your mistakes. He would leave the room and then say 'how did it go?'" (Marsha interview: 8/25/87)

The comments provided by her faculty advisors and cooperating teachers throughout her student teaching experiences affirmed her teaching ability. In this regard, their reports indicated Marsha's responsiveness to children, initiative, interest, and attendance. The cooperating teachers written comments clarified their position. Marsha's first cooperating teacher wrote:

> "Marsha was a most co-operative involved student. She has a wonderful personality which is most certainly suited to working with youngsters. She was a pleasure to have in our classroom." (Cooperating teacher's written comments: 11/23/83)

Following an extensive student teaching experience in her second professional year Marsha's second year cooperating teacher recommended her for the extended third year student teaching experience. The cooperating teacher wrote:

> "Marsha demonstrated her ability to teach as a professional person. Her ability to self-evaluate was demonstrated in written and oral forms and she appeared to recognize her weaknesses and would practice to improve where needed. She acted favorably on any feedback and in so doing improved in her teaching performance." (Cooperating teacher's written comments: 12/17/84)

Marsha completed her sixteen week extended student teaching experience in a Grade Five classroom setting. Upon completing the practicum she received an "outstanding" evaluation and a nomination for a student teaching award. In reflecting on Marsha's performance her third cooperating teacher remarked:

> "Marsha has many strong qualities. She is a complete and whole person. I admire her ease at which she relates to students. She is very natural, relaxed, and demonstrates a warm humility that the children really appreciate. She exercises so much patience with the students, never showing frustration even when children can unnerve a person. Marsha has shown teaching skills and techniques that I would only expect to find in an experienced teacher. I know she will not just be a good, but an excellent teacher. I would highly recommend to any school board that she be given a position with them. Their system would be proud to have a

> beginning teacher with such high quality teaching techniques." (Cooperating teacher's written comments: 12/17/85)

When Marsha completed the student teaching component of her program she, like others in her class, felt ready to go out and teach. From her perspective, the level of self-confidence generated from the student teaching experience was strong, and returning to the university to complete the post student teaching course requirements seemed initially somewhat anti-climatic. As she mentioned:

> "You lose some of your confidence because you have been away from the school for a long time, and when you get back to university you start thinking that you are not ready for school because there are so many other things you could be taking." (Marsha interview: 8/25/87)

Marsha took on a student leadership role in her final year of university and early in her final semester applied for teaching positions in and outside her resident province. During her four year degree Marsha had specialized in reading and language arts, social studies, and mathematics. She, in some respects, was concerned that her areas of expertise were too general and did not fall into the "trend" areas of french and special education and would inhibit her chances of securing a teaching position. This uncertainty, along with other personal factors, contributed to her approach in job hunting. As Marsha explained:

> "It was funny. When you started looking for jobs people would ask you what your specializations were and they would laugh. In their way they were saying 'like forget it baby you are not going to get a job with those areas of expertise'. After a while I began to feel like a big loser.
>
> So I sent out my resumes in February and I was ready to go anywhere ... a different province ... who knew. Then I got a boy friend and that changed things. I decided to apply around here and take what I could get. Then my principal phoned on graduation day ... can you believe that ... and asked me up for an interview. They offered me the job and I took it.
> My first thoughts were really about my personal life. I didn't think at first about the working aspect. Only about moving, the change in my life, the different situation and the financial part of it all."

Feeling confident about her new job, Marsha moved to her new locale

approximately two-hundred kilometres from her home, rented a one bedroom apartment and settled into her new surroundings. She expected to feel "high and low" about being where she was and diligently applied herself to school tasks in an effort to occupy her mind, stay on top of all the work of starting school, and fulfill her integral professional beliefs.

Her new home was in a new walk up apartment complex with a second floor North-East view on the out-skirts of the city. The location was approximately five kilometres from her school in a city with a population of about thirty thousand residents, boasting a new shopping mall, a revitalized downtown core area, and a vibrant cultural history.

Marsha's school was a small eight room building nestled into an older city residential community. The well treed school grounds contained two playground areas, a hockey rink and a small rectangular tar-max with four-square and hop-scotch markings. The cream colored school was clean, orderly, and smelled of wax that coated the long green linoleum hallway. The school had been painted during the summer, certain classrooms carpeted, and the utility-playroom, which doubled as a gymnasium, re-organized. Marsha considered her school "homey" and warm, and was excited about the prospect of finally having an opportunity to create her own effective learning environment within a family type atmosphere.

Marsha was to teach a Grade Six class during the mornings and a Grade Four class in the afternoons. This arrangement required her to share the classes with the principal and with a part-time Grade Four teacher. Her first few days at the school were spent independently organizing and preparing tentative lesson plans for her classes. A final class timetable was presented to her one week after school began.

Marsha arrived at the school early, most mornings, and worked well into each evening. She based most of her initial work on the direction and information provided

to her by the principal and at times felt frustrated at not having a permanent homeroom to work from. During the first few weeks of teaching Marsha planned one day at a time, was surprised at how quickly time was passing, and concerned that she was not as organized as she would have liked to have been.

The task of teaching two different grades challenged Marsha and on occasion she questioned the effectiveness of her "dual-role." Sometimes she expressed concern over the integrity of the school program, the direction provided by the principal, and the general climate of the school. From her point of view, she had to quickly learn on the job to accommodate the "traditional" climate of the school, an environment which she had not expected, and to deal with personal life conflicts. One brief comment made by Marsha captured her mood and thinking about her overall situation. She reflected:

> "It is a short week and all of a sudden you get back to realize that report cards are coming up. You want to spend so much time on a nice creative activity but the kids are supposed to have more concrete things to study from. You realize that there are strict evaluations coming up and that the parents want to know what their kids are getting marks for.
>
> On top of that, going home is hard for me .. so hard. My personal life has had an effect in this too, you know. I sometimes feel out-of-place here and I am beginning to believe that your personal life has to be in "sync" with your professional life. Sometimes I wonder just why I am here ... it just does not make sense at all." (Marsha interview: 10/14/87)

Marsha involved herself in many of the school extra-curricular activities and allowed her personality to excite the children to participate. From her perspective she felt good about her work and took on additional responsibilities when she was required to. It seemed that the more work she did the better she felt and the more organized she became in order to keep up with the pace.

After school Marsha would occasionally meet with a colleague who had, in a similar fashion, been hired to teach by the separate local school jurisdiction. As a support system, the two women would share their professional problems, and discuss

personal and professional plans. Their collegial relationship helped keep their spirits up. Each had mutual experiences with which to share and each, being new to the teaching profession, used their friendship to freely express thoughts and opinions regarding the numerous events which occurred in or out of the school time.

Marsha worked hard maintaining a positive classroom atmosphere. The intensity and enthusiasm which she brought to the job was infectious. She buoyed herself up by generating and organizing new and different learning activities for her students, and planned weekends around her boyfriend's schedule either back in her original home or at her new residence. Over Christmas, Marsha became engaged and her plans to continue teaching for the school jurisdiction changed. During that time, Marsha made the decision to resign from her teaching position at the end of June and move back to where her fiance´ lived. She anguished over whether she would get another job and wondered whether future employers would question her integrity since she decided to give up her teaching position after only one year.

Marsha's comments captured how she perceived herself continuing with her job commitment until the end of June.

> "It is terrible to say you look forward to your breaks, but before Christmas I would say I could hardly wait. Because of the 'big step' the idea of going to the end of June ... is tough in a way. It sounds like I am saying I will be killing time from now until June, but really I am looking forward to working really hard up until then so that I feel like I deserve a nice summer break." (Marsha interview: 1/21/88)

Marsha's first sixth month teaching experience was in her opinion challenging and sometimes frustrating. She found herself challenged to meet the needs of the diverse student groups she was teaching and concerned over the social inequities that existed within the community. From her perspective, the lack of effective parenting, self-motivation, and even student nutrition required her to approach her job differently.

As time wore on, Marsha also became aggravated with her principal. Frequently,

she would comment upon his lack of interpersonal communication skills or his general philosophic approach to teaching or working with students. Marsha, at times, seemed preoccupied with what the principal did or did not do, and found it difficult to accept his particular ways. In commenting on her principal's actions and upon what she would tell fourth year education students about teaching she said:

> "You know, I am really trying hard to sort out in my own mind why I don't agree with some of the things my principal does or says. He may have these ideas of how the school should be run, but the way he talks to people ... I just don't appreciate it. It sometimes makes me feel like telling him to go to hell. Teaching is a different thing when it is a job and you are governed by a principal and you are in an administrative environment that you have never been in before. Basically the principal is 'boss.' Do what he likes or you are up the creek ... for the first while I guess.
>
> I don't think I told you about this, but after our last meeting in December a couple of teachers and I went out for a drink and they were saying that you 'just smile through your teeth at the principal even though inside your are going grrrrrrrr!' You have to smile and walk away and do your own thing. They did say though that you had to wait until you got tenure.(laugh)" (Marsha interview: 1/21/88)

Marsha on the whole, enjoyed her job and effectively dealt with any problems that arose. Like her personality, she viewed her experience as positive, however, her final comment concerning what she thought she was getting out of teaching reflected disappointment. Marsha said:

> "...I would have to think back to what I thought I was going to get out of this. I am happy, but it is hard because at university I had this idea of what I would like to see in a school, and I don't really think that what I expected was fulfilled. I am all right, it is not bad ...I am ok! I think I realized that the principal's personality was one big thing that bothered me ... but there are days when I know I am helping these kids and I am still trying to do my best." (Marsha interview: 1/21/88)

Marsha continued teaching until the end of the school term and officially resigned June 30th. She moved back to her home city, was married on July 23rd and spent the rest of the summer months travelling, and moving into and organizing her new house. Marsha applied for a teaching position within the large urban school jurisdictions, but was placed on a supply teaching list in both instances. She was called to supply teach

on six occasions and from her perspective did not enjoy the way she was treated by other staff members, the fact that she would not know what she would be doing from day to day, and the situations in which she did not know the students names and backgrounds.

In early October Marsha was hired on a temporary contract until December 23rd to serve as a Grade Seven/Eight, principal's relief teacher. After Christmas Marsha continued to teach fifty-percent teaching time and was further contracted to teach Grade Eight students, thirty-percent of each day at a different school. Her responsibilities included, teaching Mathematics, Reading and English, French, Spelling and Visual Art.

Marsha continues to teach in this capacity, is still looking forward to securing a permanent teaching position, and continues to wonder about her ability as a teacher, the effectiveness of schools and the utility of teacher education programs. Recently, she has been considering a career change.

Darlene's Profile

At twenty-two years of age Darlene was a polite, quite non-assuming woman, who took pride in her appearance, and was emotionally calm. She had a gentle, soft-spoken manner which became more assertive as trust between herself and others was established. Darlene was articulate, illustrated a concern for others and seemed comfortable following rather than leading in professional group situations. Her reserved personality reflected a cautious but optimistic individual who tried to do her best in a non-assertive way.

Ever since Darlene was a child she wanted to be a teacher. She grew-up in a family of five where music and a university education were important. As the youngest of five, Darlene lived in a small prairie city, had been involved with church youth groups, taught Sunday School, was an accomplished swimmer and had instrumental musical talents. Darlene's two older brothers had teacher education backgrounds.

Darlene completed all her schooling in her home city and had fond memories of each of her elementary and high school teachers. Darlene's academic record indicated that she was an above average student whose major interests at that time were music and cosmetology. As a student growing up she had always seemed to favor teaching as a career. In reflecting Darlene commented:

> "All through high school I knew I was going to university. I maybe did not know exactly what I wanted to take, but I always had my heart set on teaching and I guess that is why I ended up there." (Darlene interview: 8/25/87)

Darlene enrolled at a western Canadian university in the elementary teacher education degree program in 1983. She enjoyed the university atmosphere and the first year courses, but volunteered that her attendance was poor and her interest seemed less than academic. Darlene, although somewhat embarrassed about her first year work, laughed openly when reflecting upon her first year experience. To her the highlight of that year was her introductory education course and the student teaching experience

associated with it.

While she did not like the strict and rigid approach taken by her Grade One/Two cooperating teacher, she did take a keen interest in the total student teaching experience by observing others teach, listening to oral reading, checking workbooks, helping in the development of a school play, and participating in small group teaching. In recalling the experience Darlene said:

> "All I seemed to do during that time was correct notebooks. I do remember that the classroom was very rigid ... something I did not like ... . The kids had to sit in their desks like this [gestures of stiff bodies and straight lines]. Isn't it funny ... that, that is what I would remember." (Darlene interview: 8/25/87)

Darlene was accepted into a second year early childhood stream of the elementary degree program and successfully completed the course work associated with that professional year. Darlene was teamed with another student in her second student teaching practicum and found the overall experience to be most rewarding. Not only did Darlene enjoy working with her cooperating teacher, but she found the opportunity to share ideas and concerns with her student colleague most useful. In reflecting upon that second year student teaching experience Darlene said:

> "We had Grade Three, and our teacher was very willing to let us try anything we wanted, so in a way we were encouraged to learn from our mistakes. Working with Doris [student teaching partner] was good ... we were honest with each other. Overall the experience was a good one. Lots of work, but it sure prepared you for what was ahead." (Darlene interview: 8/25/87)

Comments supplied by her cooperating teacher at that time were positive and reflected Darlene's ability to organize and plan lessons, maintain an effective classroom climate, and self-evaluate. Her cooperating teacher's comments further indicated Darlene's professional commitment to teaching. Her cooperating teacher wrote, in recommending her for the extended student teaching experience:

> "Darlene has the ability to be a very good teacher. She is conscientious and very effective with children. (Cooperating teacher's written comment: 5/10/85)

Comments provided by Darlene's faculty advisor reinforced this position. Her advisor, in writing feedback related to one of Darlene's lessons wrote:

> "Individual help was given where necessary. Your role as a facilitator in helping the students was evident. Many different approaches and techniques were used. Students were motivated, the noise level was good and there was plenty of student interaction. For the first attempt at this technique your lesson was beautiful. I am glad you tried it!" (Advisor's written comments: 3/13/85)

Darlene spent the sixteen week student teaching practicum working with a split Grade One/Two class. From her account, the opportunity to work in such a situation was positive and provided her with a confidence in her ability. The feedback from both her cooperating teacher and faculty advisor indicated that Darlene had a more mature understanding of the teaching process, was effective in utilizing various instructional strategies, and would contribute significantly to a school staff. In a letter written by her cooperating teacher in conjunction with Darlene's final student teaching report, the teacher wrote:

> "Darlene has been a valuable asset to our classroom. She has consistently handled herself in a professional manner. She began with an enthusiastic approach and that enthusiasm has resulted in developing a respect from the children and other staff members. Darlene has been reliable. Her lessons and units are well prepared and presented to the students with well-thought-out explanations, demonstrations and objectives ... Darlene's professional growth has been aided by her willingness to accept and utilize feedback in a positive fashion. It is without hesitation that I recommend a passing grade in her sixteen week student teaching experience. She will be an excellent addition to the teaching profession." (Cooperating teacher's written comment: 10/12/85)

Similarly, the principal of that school wrote of Darlene:

> "... During the past four months Darlene has taken time to become knowledgeable about the overall objectives of the school, has developed ideas to further the teaching of subject matter in the classroom, while accounting for behavioural and cultural differences of the individual students. She has planned carefully to ensure that specific objectives in her lessons would be suitably presented to the students.
>
> Darlene should, with added experience, become a teacher of very superior value to any staff she works with. It has been a pleasure to know and work with her." (Cooperating Principal's written comments: 12/20/85)

Darlene received an overall evaluation following her extended practicum of "outstanding," the highest rating given to student teachers by the university. From her own perspective, university could "only prepare a person so much" and with this in mind she applied to various school boards for a teaching position viewing an opportunity to teach for the first time as developmental.

Darlene applied throughout the region for a teaching position prior to graduation, and early in June was personally surprised to receive a teaching position close to a large urban centre. The competition for the position had been intense and Darlene believe that continued hard work would ensure her survival. Reflecting upon being hired, Darlene remarked:

> "I could not believe that I actually got the job here ... so close to the city. I felt lucky because I figured there would be a lot of people applying for this job so I felt lucky to be chosen. Oh I still feel lucky and I have to work extra hard to keep it because there are lots of people out there to choose from." (Darlene interview: 10/19/87)

Darlene was contracted to teach Grade Two in a Kindergarten to Grade Four school, located in a small town twenty kilometres from the urban centre. Her "L" shaped school had been refurbished in recent years and boasted a relatively new gymnasium, eight classrooms, a resource area, and a bright and functional staff room. The school yard was large with various field-sport areas and an adventure type playground. The basic ground cover was prairie field grass.

Prior to the beginning of school, Darlene spent time at the school organizing her classroom, identifying curricula materials and familiarizing herself with the rest of the teaching and support staff. Earlier, she had made the decision to live in the small town and had rented a small but homey suite located within a few minutes walk of her school.

A week before the commencement of school Darlene found herself making unilateral decisions regarding what to teach her pupils. She attended a general

information session organized by the director and principal of her school, was eager to do well, somewhat apprehensive about beginning her new job, and the youngest teacher on the school staff.

Darlene's bright classroom contained a piano and also enough space for a children's work area. She had organized her classroom before to starting school, and had taken the initiative to consider and select curricular materials designed for her Grade Two class. Being uneasy about beginning teaching, Darlene said:

> "I am a little anxious in ways. Can I do it ... keep control. One thing that is really bothering me is Math. There are 256 pages of math ... that is one a day. I also do not have many activities for them to work with. I have absolutely nothing. You know things to keep the children busy. My biggest problem is having enough for them to do, so that they don't get into trouble." (Darlene interview: 8/25/87)

Darlene was also concerned about "not knowing for sure" what curricular materials were to be used. From the formal induction meeting, she came away believing that she should follow the curricula like "a Bible." Furthermore, she was unsure about what her principal's expectations were concerning content to be covered. She said:

> "I don't really know what his attitude is towards the curricula guide book and everything else. Like when he says we have this reading series but he did not bother ordering the supplemental reading workbooks!! ... I really don't know what he thinks about following the guide books." (Darlene interview: 8/25/87)

Darlene's days were long. She awoke early every morning and finished the day back in her suite at 11:00 p.m. Darlene's day was "all school." She commented:

> "Well I get up at 6:30 a.m. in the morning ... I don't eat breakfast ... I try to eat something but I am usually not hungry. I am nervous about the day. As soon as I get up I start thinking about school. I walk to school and try to get there by 7:30 a.m. . I am the first one there. I don't usually take a break at recess or at lunch . I stay here and work. The majority of the time I stay in my room. I usually eat when I get home at night." (Darlene interview: 9/21/87)

She further stated:

> "Right now I will go down to the staff room for ten minutes at dinner time and grab a coffee, but that is it. I stay after school until at least 6:00 p.m. or 7:00 p.m.

and then I still take work home. The day seems to be a little longer now and I always end up taking things home to do.

The first thing I think about when I wake up in the morning is what I have to do to get ready for the day. You see sometimes I like to read poems together with the kids so I might wake up and wonder whether I will have to look for poems when I get to school. Or I will go to bed and think I could be doing this or I could be doing that or this is what I am going to get done this weekend. Sometimes I have sleepless nights where I lie awake for hours thinking school and looking at the clock.

I usually take Friday nights off because by Friday I am "burnt-out." I go back to my home town on most weekends, but I come home on Sunday afternoons and start working."(Darlene interview: 10/18/87)

For the first few days Darlene experimented with different materials and strategies in an effort to manage and meet the needs of her students. Eight days after the commencement of school Darlene was formally evaluated by her director, and was brought to tears by his comments. It was at that time, September 10, 1987, that Darlene lost some of her self-confidence, questioned her worth as a teacher, and struggled to salvage her personal career aspirations.

Darlene began to spend more time planning, and more time worrying. Her level of trust in others diminished, and her teaching career became an "up and down" experience. She clearly understood her predicament but was concerned about what approach she should choose to help herself survive the unsettling situation. She commented:

"I am saying that I have to change and do what they say. When they come into your room you are going to do things the way they want. When they are not in my room I will go about doing the things in my own way and feel good about it. You see if I don't do it their way I am not doing it right. What is stopping them from getting rid of me and getting someone else who is going to do it the way they want it to be done. Whether or not I agree with what they are doing, does not matter at this point.

Now I really do not feel like I am in a position to say anything. I know that a group of teachers are trying to get into this "whole language" thing and they have started a support group. For me to get in there and fight and be a part of that goes totally against what the director wants. I feel I would get ousted if I stirred things up in that way. A person gets confused. Should you be doing it your own way or should you be doing it their way?" (Darlene interview: 10/18/87)

Throughout the six-month period Darlene continued to develop extensive lesson plans, re-organize her classroom, plan and carry out seasonal events, complete student evaluations, conduct parent/teacher interviews, while coping with uncertainty. In describing her teaching role, Darlene compared the good moments to the bad and worried whether she was doing things right. To her, she spent more time wondering if she was doing what her director and principal wished her to do, than on what she thought best for her students.

Darlene gained a certain amount of support from other teachers on the school staff but continued to receive "mixed messages" from those in authority. She stated:

> "I went through another evaluation and even though I am used to being evaluated this last one really threw me for a loop. I had a total change in attitude and I wanted to quit right then and there ... just give up. Then the Assistant Director came out and he did not see any problems so I changed my attitude again. I said Ok! it will be all right and I should carry on. I was beginning to think that I was a total flop." (Darlene interview: 12/21/87)

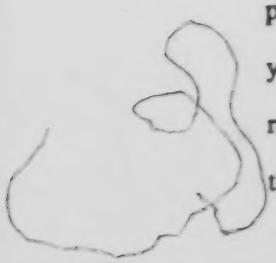
Darlene's professional life seemed to consume her days. She spent little time socializing each week, discussed her problems with her boyfriend via long-distant telephone, and tried to visit close family members on weekends as a means of "getting away from it all." Darlene viewed the Christmas vacation as a reprieve, and a chance to relax and visit with her family and loved ones. During the Christmas break she anticipated that her situation would improve in the new year.

Darlene took the initiative to discuss her teaching situation with her principal after Christmas and continued to be confused over what was expected of her. Darlene believed that a personality conflict had developed between herself and the principal, and she found it difficult to discuss her problems with him. From her perspective there seemed to be a lack of trust, poor communication, general uncertainty, and little caring and sharing on his part. Shortly after the Christmas vacation she felt as if she were "sinking" rather than "swimming" and spent most of her time thinking about school and

how to cope with her situation. Her personal relationship with her boy friend became strained and her self-confidence weakened.

Later in the new year Darlene reviewed the literature written about various strategies for resolving conflicts that she had become familiar with during her university training. Correspondingly, she sought out advice from past university faculty members and developed a short term and a long term goal plan. Her concept of teaching encompassed teaching children, dealing with parents, and interacting with different levels of authority. Furthermore, she was cognizant that her problems were possibly caused by the incompatibility between her and the principal's perceptions of teaching, and believed also that her situation was unique to her school situation.

Darlene made an appointment with her principal in early April to discuss her short and long range plans. At the early morning meeting, before she was able to discuss her plans, the principal informed her that she would not be hired back again the following year. Shocked, Darlene left the school that morning, went home to her parents, and returned to the school the next week. She taught at the school until the end of June and then formally resigned.



Darlene did apply to other school jurisdictions for a teaching position the next September. She had one interview, but was unsuccessful in her attempts. In July she enrolled in a one year cosmetology program offered through a local post-secondary college, attended two whole language workshops and was engaged to be married. Upon completion of the program Darlene has full intention of applying for teaching positions throughout the region.

Kirk's Profile

Kirk grew up in a small prairie town, one-hundred-and-thirty kilometres south of a large urban centre. He was self-confident, and a skilled athlete who took pride in

maintaining his physical fitness. His optimistic character was tempered by a reserved, sincere desire to learn, and his polite manner and willingness to help others was implicit in his personality. He worked well with others, was demanding of himself, and could when the occasion arose, maintain an authoritarian posture.

Kirk, at twenty-two years of age, was the oldest of two children in a family of four. He had attended school from kindergarten to Grade Twelve in his home town and Kirk's memories of his early school days were positive. Upon reflection, he fondly remembered his Grade One to Four teachers and the friendly, but strict, ways of the school. Kirk's memory of his Grade Five to Eight teachers was also positive. As Kirk recalled:

> "My Grade Five and Six teacher was good. He had a sense of humor, laid it out on the line, always gave hard tests, but for some reason you really learned. The teacher I think, however, that was most influential was my Grade eight teacher. He was a young guy and, maybe twenty-four. He was a really good role model for me. He was sports oriented and he also started getting us involved with drama plays to present to the public. He took us on outdoor education trips and things like that. In a way he was a good all round teacher." (Kirk interview: 8/25/87)

Kirk also reflected upon other individuals who had taught him, and who had provided him with exceptional experiences through coaching. During his school days Kirk was a member of the local wild life society, a swimming instructor, and had been an athlete on many sport teams.

Kirk's school experiences and parental support influenced him to go beyond high school and apply to university. He always wanted to attend university but was unsettled as to what field of study he should pursue. He was interested in both forestry conservation and physical education, and decided in the summer after Grade Twelve to enroll in education with the notion of becoming a physical education teacher. He applied to the university that was closest to his home town and his grandparents where room and board were available.

Kirk maintained above average academic grades during his first year and enjoyed his initial teaching experience with Grade Five children. He exhibited personal initiative throughout that teaching experience by remaining after class to work with his cooperating teacher, attending parent/teacher interviews, and volunteering to teach different subjects when possible. Kirk was recommended by his faculty advisor to continue in teacher education, and made the decision to enroll in a middle years teacher education program, specializing in physical education and social studies. During year-two of his university course work Kirk considered the workload challenging. From his perspective, however, some of the course content seemed inconsequential. In reflecting upon his second year teacher education experience, Kirk said:

> "The university was not the greatest positive teaching environment. Some of the professors just did not practice what they were preaching. The Reading-Language arts professor was something else. We were supposed to be learning about a variety of teaching approaches, but all the "prof" did was talk in a monotone voice, give notes, give handouts and lecture more in a monotone voice. Everybody tried to learn but you came out more confused than when you went in." (Kirk interview: 8/25/87)

During Kirk's second student teaching experience he worked with Grade Seven students. His cooperating teacher at that time found Kirk to be committed to teaching and interested in the well-being of children. According to his cooperating teacher, Kirk was well organized, maintained good classroom management, and took the initiative to experiment with various teaching strategies. His cooperating teacher reported that Kirk responded well to the children, while demonstrating interest in teaching and the on-going activities of the school. His cooperating teacher wrote:

> "Kirk has improved throughout the year in his organizational and planning skills. He has good classroom management, and has employed different skills and strategies where appropriate. Kirk has developed excellent rapport with the students and I believe Kirk is willing to give that little extra to make him a successful teacher." (Cooperating teacher's written comments: 4/24/86)

Kirk's recollection of his second teaching experience and his cooperating teacher

were positive. He said:

> "My cooperating teacher really wanted me to get into depth. In that way I thought he was a great teacher. He was strict, but had fun with the kids. He used different teaching aids to spice up his lessons and he motivated me to get involved. I ran clubs and stayed after school to work." (Kirk interview: 8/25/87)

Kirk was assigned a Grade Eight class during his final extended student teaching practicum and immersed himself in the challenge of that experience. During the four month teaching experience he incorporated innovative lesson activities, volunteered as a volleyball coach, and took the initiative to involve himself in school club activities, student supervision, and extra-curricular events. Comments from his cooperating teacher reinforced the "very good" grade Kirk received following the extended student teaching practicum. The teacher wrote:

> "Kirk taught classes in a variety of subject areas. Flexibility was demonstrated as he taught successfully in a variety of situations - the gymnasium, the classroom, and the out-of-doors. He attempted various instructional techniques and adjusted his approach where appropriate.
>
> Coaching skills were well applied as he took a group of twelve to fourteen year old boys through a successful volleyball season with a considerable commitment of his time." (Cooperating teacher's written comments: 12/19/86)

Before graduation Kirk applied for teaching positions in many large western Canadian cities. He had a preference to teach in an urban setting but found that it was difficult to secure employment in those centres. He also applied "just for the heck of it" for a teaching position advertised by a school jurisdiction close to his home town and to his surprise he was identified as the successful candidate out of a total of approximately one-hundred and thirty applicants. The teaching position entailed teaching a Grade Eight homeroom class, a variety of Physical Education classes, coordinate the intramural and extra-curricular school activities, and coach the senior grade athletic teams at a Kindergarten to Grade Twelve school located on the outskirts of a small rural township. In describing his last university semester and his new employment situation, Kirk said:

"After the four month student teaching experience I wanted to get into a school right away. I felt very confident. I had originally hoped to get on in the city and never expected or even intended to be going out to teach in such a small town.

The last semester was good, but I had to do a great deal of work. I think this was because after student teaching I did not feel like working. You know, you are finished with the teaching and you just do not feel like going back. I expected the last semester to be mentally tough and it was. I worked hard and pulled off a 77%.

Actually let me tell you something, I didn't want to go to Prairie View. I thought I would be making some money and I thought if I didn't accept the position I would be hearing about it from my parents for the next ten years. I thought that every time I ran into financial problems ... if I didn't get another teaching offer they would be saying 'well you had your chance.' So that kind of did it and I said 'all right.' I gave the board the verbal agreement and signed the contract. Then thought after ... why did I take this job? ... because I never wanted to go to the country, never. I just wanted to stay in the city because there were so many things going on there." (Kirk interview: 8/25/87)

Kirk spent the week prior to the beginning of the fall school term collecting and organizing materials, and talking with teacher acquaintances about what his future program plans and job entailed. There had been no formal induction meeting conducted by the school jurisdiction, and Kirk found their suggestions very useful in his initial planning.

Prior to the beginning of school, Kirk was challenged to locate affordable living quarters close to his new school. For the first three weeks he lived at his parent's home and commuted one-hundred-and-thirty kilometres to and from his school. After being disappointed twice about the cost and availability of appropriate accommodation close to his school, Kirk and another teacher, on the school staff, located and rented a home in a small farming community twenty kilometres west of the school.

Kirk's school serviced the educational needs of children living in a large agricultural community. Most of the children were bussed to the school and only a few children, and none of the teachers, lived in the adjacent village. A five year old addition to the school was attached to one section of a once older school, and the quonset-style

gymnasium serviced as an auditorium and physical education facility. The school was located on a hill overlooking the village of Prairie View which boasted a combined post-office and general store, a vintage grain elevator, five houses, and a gasoline station located at the highway junction leading to town.

Kirk's school days began early in the morning. For the first three weeks he left his parents' home at 6:30 a.m. arriving at school by 7:45 a.m.. He coached senior girls volleyball for two hours every night after school, and organized and attended team-sport tournaments most weekends. As the sports coordinator for the school, Kirk developed intramural programs for Divisions two, three and four students, ordered physical education equipment for the school, organized out-of school physical education curricular events at the community recreational centre, and daily completed a personal fitness program. Kirk's comments related to his personal life were indicative of this busy schedule. When asked about whether his schedule interfered with his personal life, Kirk responded:

> "Well my relationship with my girl friend in the city is over for now. You see a few times I was supposed to call her and I just did not because I did not have a telephone. I have just been too busy with moving and all ... so I think that relationship is probably over. I am sure it is by now. I suppose you could say that that part of my life is on hold right now. It does not really bother me because I would rather be coaching and doing what I am doing anyway. Talk to me in a month though and we will see (laugh)." (Kirk interview: 10/28/87)

Kirk spent most nights planning lessons, coaching the school volleyball team and when required, grading examinations and student assignments. Two and one-half months into his new job he began to feel settled and better organized. He enjoyed his new home, purchased a new-used car, established a daily routine, and was nurturing a new personal relationship with a woman living in a small city north of his home. In reflecting upon his daily routine, Kirk stated that:

> "I did not expect my personal life to change ... but it did. I have a little more time at noon now because the kids are running the intramurals by themselves. There is

> playground supervision and whoever is on goes ... sometime if I am on I will go outside and fool with the kids. I am going to the small city just about every night to work out and also see my girl friend. I am getting up around 7:00 a.m. most mornings and usually at work by 8:15 a.m.. It just depends on what I did or did not complete the night before.
>
> As far as my commitment to teaching it has not changed. I have slacked off a bit by not preparing as completely as I could, but that is coming back. It matters just as much now as before. I have had some pretty hectic weeks and it is tough to recover from them when you have been going twenty hours a day." (Kirk interview: 12/2/87)

Kirk's perceptions of being a first year teacher were mixed. In commenting upon what he believed he was gaining from the experience, Kirk stated:

> "I am gaining experience of-course. You gain organizational skills, and self-confidence. You gain a sense of warmth if you see your students doing well or when you know you are actually teaching them."

Furthermore he stated:

> "I would tell fourth year students to expect to be nervous at first ... and be ready because there are always things that are constantly flying up. There are things like absentee forms to fill out, homework letters, administration, phoning for teams to play, and filing. A teacher should be organized. They should expect to work a lot and take a lot of responsibility for themselves ... that is number one." (Kirk interview: 1/30/88)

Kirk successfully completed his first year of teaching and was granted a contract extension to teach for a tenured position with his school jurisdiction the following year. He moved to a small urban city sixty kilometres north of his school and continues to teach physical education and general Grade Eight curriculum material. He is currently applying for a teaching position in larger urban centres.

Ross's Profile

Ross's personality was characterized by a shy confidence, a non-assertive willingness to accept challenges, and a strong disposition to do well at anything he found of utility. He was twenty-two and most often maintained a subtle humor which

seemed masked by his "line-backer" physique, and gentle "rough-and-tumble" approach when dealing with others. Ross was aggressive but fair and seemed to possess innate leadership capabilities.

Ross grew up in a family of four and attended elementary and secondary schools close to his home in a large urban centre. He did well in school, played a variety of junior sports, and found the family-type climate associated with his schools personally rewarding.

Ross's decision to become a teacher came after one semester of university courses associated with a business administration degree program. While he did well in his first year course work, the influence of his high school experiences and his overall interest in children and sports inspired him to transfer into the faculty of education, and specialize in physical education. The particular teachers and coaches Ross studied under and played for during high school, made a significant impact upon his career decision. In reflecting on those experiences, Ross indicated how much the climate of the school had helped him. He stated:

> "People would be interested in you. If you went fishing the principal would stop and talk to you about it. Someone would listen and that made a difference. The teachers dealt with our needs. That sort of thing molds your character... . It was a whole different experience that set the tone for my life." (Ross interview: 9/8/87)

In commenting on why he decided to attend university, Ross stated:

> "I was not ready to work another 50 years of my life doing something I did not want to do. So I thought I would go to university. You see my high school teachers, who were also my basketball and football coaches, were the greatest influence on me because I liked what they were doing. The idea of teaching, coaching and having my own team really appealed to me." (Ross interview: 8/21/87)

Ross found his first year experience at the university quite different from his high school days. He was reluctant to participate at first, had few friends attending university from his high school, and found the impersonal nature of the campus intimidating. In

this regard, he stated:

> "When I came to the university I was scared because I did not know anybody. It was a huge change. In high school we were helped along, but coming to the university you had to fight for classes and no one wanted to help you. When I decided to go into education everyone said that I was taking the easy way out. That idea was possibly in the back of my mind but I do not think it played a part in my decision. It was my high school experience ... what I did there and what I liked." (Ross interview: 8/21/87)

Ross's first teaching experience found him working with Grade Three children. The experience reinforced in his mind what the job of teaching entailed, and it helped Ross define the grade levels he believed he was most suited for. The comments made by his cooperating teacher at that time were positive and indicated Ross's ability and willingness to initiate activities and participate in the on-going functions of the school. His cooperating teacher wrote:

> "Ross successfully completed the involvement program in my classroom. Although he seemed very shy during the first couple of experiences, he became very responsive to the children. He was well prepared, the children had fun and he met all his behavioural objectives successfully" (Cooperating teacher's written comment: 11/29/84)

Ross's teaching interest focussed on middle years children, and during his second student teaching experience he excelled in organization and planning, classroom management and commitment to teaching. Ross took liberties in defining his own approaches to teaching strategies and was the kind of individual who interpreted for himself what he thought was right or appropriate. In commenting about certain university classes, Ross said:

> "I expect to put in the time if I can see the utility in the activity. The classes I enjoyed I put something into. Someone barking at me about reading ... I do not think it helps. Help me design a reading program ... help me work through it." (Ross interview: 9/8/87)

His grades and statements about many of the university education courses indicated his ability to grasp concepts and his desire for more practical and less

theoretical information. In a way he quietly rebelled against certain professional approaches linked to his course work, but continued to "play the game" when necessary. Ross commented:

> "In some cases the courses did not give me enough. It seemed that some courses did not help me in how to do things ... how I should go about doing certain things. The curriculum class for instance was more of a philosophical class with a scope and sequence chart that was never completed." (Ross interview: 9/8/87)

His second student teaching practicum found Ross teaching in a Grade Six classroom. While maintaining average course grades Ross excelled in his teaching. Participating in a one-day-a-week teaching experience throughout his third year, Ross developed and taught lessons based upon learning objectives and teaching strategies. During that experience Ross demonstrated a command of the subject content and skill at general lesson planning. He employed various teaching techniques and motivational strategies. His cooperating teacher's report, at that time, was complementary and reflected Ross's reserved nature. His cooperating teacher commented:

> "Ross is perhaps too hard on himself. He has no difficulty perceiving the positive and negative aspects of a lesson. Perhaps if he would communicate his ideas a bit more freely, he would gain more confidence which is not really lacking, but could be of greater benefit to him" (Cooperating teacher's written comment: 12/13/85)

Later he wrote:

> "Ross has a bit of a "laid-back" manner, has a strong awareness of what is going on around him, and knows what he wants for classroom control. He showed constant improvement over the year and I would not hesitate to leave my class in his charge." (4/17/86)

Following that year, Ross was successful in being selected for the final extended student teaching experience. For that practicum Ross was assigned to teach a Grade Eight class along with other grades when required. He personally found the experience to be the "highlight" of his university training, and took pride in knowing that he had been accepted by many of the teachers teaching at the school. Ross received an

"outstanding" overall evaluation for his teaching from his cooperating teacher, which indicated his ability in organization, planning, and motivating children to learn. Comments from that cooperating teacher and the principal of the school were positive. His cooperating teacher wrote:

> "Ross has tremendous leadership qualities, is very organized and energetic. He developed an excellent rapport with the students of the school and they responded extremely well under his guidance. Ross set very high standards for himself and developed a strong academic program for my class. I feel that Ross would be a very valuable asset to any school division." (Cooperating teacher's written comment: 12/5/86)

Similarly, the principal of the school commented:

> "Ross did his student teaching practicum at our school from September to December, 1986. During this period he performed in an outstanding fashion. His performance level was above our expectations in all areas. In addition to possessing high intelligence and initiative, Ross a is very personable and co-operative individual. He adapted quickly to the school environment and fit in nicely with other teachers. We are confident on the basis of what we have seen during the past four months, that Ross has the potential to become an outstanding teacher." (Principal's written comments:11/28/86)

Ross applied in early Spring for teaching positions throughout the province. After graduating, Ross declined an offer of a principalship of a small rural school, and accepted a Grade Seven interim teaching position at the Kindergarten to Grade Eight school in which he had first student taught. The school, located east of a large urban centre had been recently refurbished. A new gymnasium had been built, new equipment had been purchased, and new learning resource materials had been supplied. The school was adorned with color-coordinated carpets, bulletin boards and new furniture. The school also boasted a multi-purpose arts area, home economic and food preparation facility, and a new industrial arts classroom. A central resource area was complemented with numerous computer stations and work/study areas, and the developed school ground included an adventure playground, skating rink, and outdoor education learning centres.

Ross's teaching duties encompassed teaching Grade Seven home room subjects, and physical education to various other classes in the school. In effect he was in charge of the physical education program and the gymnasium facility. Challenged by his new responsibilities, Ross took pride in ordering physical education equipment, maintaining the weight and equipment rooms and organizing extra-curricular events. Ross also enjoyed the responsibility of coaching certain school teams and supervising the students at recess and lunch hour.

Being familiar with the school, the principal, and many of the teachers assisted Ross in adjusting to his new work environment. A one-day formal induction session, which focussed upon school policy, also helped him in the transition.

Ross's personal confidence was evident in the way he expressed his feelings toward the students, the principal, other staff members and the parents of the the school children. To him the people he associated with were warm and friendly, supportive, and positive in their outlook. Even knowing that his term of employment at that school would be officially over in December of that year, did not detract from his positive perceptions of his experience. Ross commented:

> "Right now, as a teacher I think I have progressed a great deal from the beginning of the year. I am in control and I know exactly what is going on both in planning a day-book and in being ready for class ... and also being ready for anything that may happen.
>
> With the time and experience over the past four months I can see I have changed a great deal ... like the more you get to have those experiences, the more beneficial it is to me" (Ross interview: 12/17/89)

Ross was successful in obtaining a new teaching position at another school linked with the same school jurisdiction beginning in January, 1988. Ross was familiar with the new school and also the teaching staff, and looked forward to assuming his new teaching responsibilities. In reflecting upon the change, Ross said:

"Well I went to university for four years to become a physical education teacher

> and this new job sort of fits my ideal of teaching all physical education. I know some people at the school and we get along great. I think it will be more of the same thing. The school is going through a big expansion and I know it might be rough because of that for a while. I expect I will not have everything given to me on a platter like it is here right now, but after the renovations are completed, things I am sure, will be the same or even better. It is likely that the new job will become permanent later in the year so I am fairly relaxed about it and still doing my best." (Ross interview:12/17/87)

Ross lived in his parent's home and commuted to the school each day. He involved himself in team-sport activities and indicated that he seemed to have minimal personal life conflicts. When reflecting upon the issue, Ross stated:

> "I did not think about teaching every waking moment and I think at first that sort of scared me. I began to think I was short changing the students. I come in here every day with seven "iron-clad" lessons and I know where we are going. I really do not get that tense. I go home and get ready. I plan and I work on the mini olympics and get ready for basketball tomorrow. I might have a beer and watch television, go play a game of hockey, and blow off some steam. I can imagine that personal conflicts can arise, but not really for me." (Ross interview: 2/4/88)

Reminiscing about university, his new teaching position, and the last four-month teaching experience, Ross commented:

> "Well I have to think about that one for a minute ... you have to work within the system, you have to have the right stuff, you have to be confident, and you have to be good. Some of those classes at university just did not measure up to the reality of it all. Like in one education class we had a pool going on to see when the professor would stop lecturing. There was actual money going around the classroom ... can you believe that, and I even won a couple of times.
>
> University in some ways is not even close to it. I think you are dealing with an individual's background, instinct, and human nature. I mean you are dealing on those three things and you better hope that you have them." (Ross interview: 2/4/88)

Ross successfully completed his teaching assignment, and accepted the offer of a permanent teaching contract with the school jurisdiction he had been working for. He was formally assigned to teach at the school where he had most recently been teaching. In doing so, Ross resumed many of the same duties, and also contributed significantly to the development of curricular programs, the school renovation planning initiative, and

the organization and supervision of extra-curricular activities at the school .

Ross purchased a house in close proximity to his parents' home and continues to involve himself in coaching and personal sport activities. He plans to marry in the summer of 1989 and pursue part-time university studies in educational administration.

Sandra's Profile

Most people were welcomed by Sandra's smile. She was a warm and considerate individual, a conscientious worker, a person with an entertaining positive self-image, and one who pleasantly accepted any challenge directed her way. She was self-confident and punctuated much of her conversation with relaxed laughter. At twenty-three she was the second oldest child, and only girl, in a family of six. Sandra was competitive and exhibited a soft sense of caring and concern for others.

She attended Grade One to Seven in a small hamlet located in the foothills of the Canadian Rocky Mountains and held fond memories of her childhood and elementary school days. In reflecting, Sandra mentioned:

> "I was turned on to competitive things during those days. I was really close to a group of kids and we always competed in academics. I sometimes worried about getting my school work done and I thought that I had to be perfect. I still go back sometimes and visit these old friends and we sit and laugh about all the crazy things we used to do." (Sandra interview: 8/25/87)

Her Grade Eight year was spent living and going to school in a Maritime province. That experience influenced her perception of school and her future career interests. Sandra's nature to do well, coupled with what she described as a "real fantastic sports program," generated an interest in individual and team sport activities.

She completed the remaining four years of her schooling in a western Canadian high school which nurtured her academic and athletic interests. These last four years provided her with a comprehensive view of what teaching and teachers were about, and

in reflecting upon her high school experience, she found it easy to articulate her conceptual understanding of the profession. In recalling those days, she stated:

> "In high school I had really good teachers. I think the ones who affected me the most were the coaches. They were teachers too and they got involved. My algebra teacher was also my volleyball coach. ... In a way I wanted to participate in sport activities, but through the experience, I decided that I wanted to teach. I knew I wanted to teach. I also realized that I did not want to teach in a gymnasium all the time and then coach." (Sandra interview: 8/25/87)

Sandra attended university after high school and decided after one complete year at one university to transfer her course work into a teacher education program at a western Canadian university. She was accepted into a middle-years teacher education program, specializing in physical education and reading and language arts.

In reflecting upon the course work associated with her degree program she stated:

> "It was a good experience but the thing that turned me off was all the "piddly", "nit-picky" work ... you know the book-keeping work. I could not stand that stuff. It took too much time for what it was. I really enjoyed, however, the psychology courses and I believe that really got me interested in kids." (Sandra interview: 8/25/87)

Sandra's first student teaching experience was at the kindergarten level. To her that challenge reinforced her commitment to working with older children. Her comments captured her perception at that time. She said:

> "My first experience was kindergarten and that made me decide that no, no I did not want to teach kindergarten. That was important because I found out that I did not like zipping up coats and tying scarves and putting on boots. I am not the type of person who can sit with little puppets all day long (laugh)." (Sandra interview: 2/25/87)

Comments from her cooperating teacher reinforced Sandra's analytic abilities, and her positive disposition. Her cooperating teacher wrote:

> "Sandra showed a definite interest in the classroom and its activities. She was eager to try out new ideas." (Cooperating teacher's written comments: 11/28/84)

Sandra's second student teaching experience was at the Grade Six level.

Throughout that teaching practicum, Sandra was well organized and planned effectively. Comments from her second cooperating teacher were positive. The teacher wrote:

> "Sandra was always very well prepared and willing to do extra-curricular activities. She was always prompt and cheerful. I feel that Sandra can look forward to a promising career in teaching" (Cooperating teacher's written comments: 4/23/86)

Sandra's intuitive nature assisted her in effectively interpreting each teaching situation. During her extended student teaching practicum she reported that she enjoyed the challenge of a Grade Six - Grade Seven split class, and the professional approach taken by her cooperating teacher. In commenting upon Sandra's ability as a potential teacher her cooperating teacher designated for the extended practicum wrote:

> Sandra achieved excellent student participation and results. She has excellent knowledge of the material and made good use of the available equipment. Sandra was able to command the respect and cooperation of the students from the beginning of the term and was able to establish a very professional and positive relationship with the students.
>
> Sandra has an excellent attitude toward teaching and I feel that she has the potential to be an excellent teacher and a credit to the teaching profession. (Cooperating teacher's written comments: 12/18/86)

Early in April Sandra applied to selected school jurisdictions that were in close proximity to her home in a large urban centre. At the end of May she was successful in obtaining a one-year-term teaching contract with a school jurisdiction close to the centre. While she had specifically applied for a Grade Six teaching position, her new duties were to include teaching Grade Three children and a Grade Seven science class.

Sandra's school was located in a small rural township approximately thirty minutes, by automobile, from her residence. She, along with other teachers, commuted together each day from the urban centre to the school: leaving from a central point at 7:30 a.m. every morning, and returning to the city by 5:30 p.m. each evening.

Her school was a Kindergarten to Grade Eight elementary school with eleven

classrooms and a learning resource area. There was no gymnasium, and physical education classes and special school events took place in the town's community centre two blocks away from the school. The large wind-swept school ground area contained traditional playground equipment and a variety of sports fields. The school faced west, had a central hallway, and classrooms on either side brightened by large sectional windows. Many of the children were bused to the school from the adjacent farm communities, and on occasion struggled to get to their rides against the brisk north-west winds.

Sandra's school day began at 6:30 a.m. and ended after completing homework each evening around 9:00 p.m.. She found each day interesting, very hectic, and in her words usually "full of various challenges." Her school schedule allowed her two free preparation periods every six days, and like all the teachers on her staff, she was responsible for recess supervision duty. Sandra also coached various sports teams and travelled with them to inter-school tournaments.

Teaching Grade Three children was a new challenge for Sandra. Initially, she was cautious about her approach and frequently met with her principal to discuss her plans. Sandra, commenting on how she was initiating her curricular program said:

> "I think to a degree I bring in new ideas, but right now I think I am being a bit cautious ... sort of "tippy-toeing," using most of the materials straight from the book and then adding my own little twist." (Sandra interview: 10/26/87)

Sandra was to be married in December and organizing both her school and wedding plans added extra pressure to each day. In reflecting upon her organizational ability, Sandra commented:

> "Well the marriage and stuff has put a twist into things but I am still managing. I know I have different conflicts to deal with from time to time. I did not expect all these things to effect the situation as much as they do. I think by the time November rolled around things were going crazy (laugh). I think poor planning on my part. I must have assumed that the wedding would not have had such an effect. As soon as I got the job we went ahead and planned the wedding for

December.

> I was going to have this job and everything would be great (laugh). Like that was a revelation because if I had to do it all over again, there would be no way that I would have ever planned that wedding for December." (Sandra interview: 2/3/88)

Sandra moved to the urban centre where her husband was working in May and commuted approximately one-hundred kilometres each day to her school until the Third of June. Sandra was expecting a baby that month and gave birth to a boy on June Twenty-eighth. She did not re-apply for a teaching position at her school , but in September, did register as a supply teacher for both local school jurisdictions in her new home city.

She continues to supply teach, and be optimistic about the future. She has applied for a full-time teaching position for the following year.

Summary

The nature of the study made it essential to provide information that would acquaint the reader with each informant. To assist in this process, Chapter IV provided brief biographical profiles for each of the five beginning teachers associated with the study. Included in the informants' profiles were personal and professional perceptions that captured their character, and their pre-service/in-service teaching experiences. The profiles were formative accounts designed to link the five individuals to the data interpretation and analysis provided in Chapter V.

CHAPTER V

THEMATIC INTERPRETATION AND ANALYSIS

Introduction

> "The sooner a man learns he isn't going to be coddled, and he needn't expect a lot of free grub and, uh, all these free classes and flipfop and doodads for his kids unless he earns 'em, why, the sooner he'll get on the job and produce - produce - produce!" (The character George F. Babbitt in S. Lewis (1922) "Babbitt")

The research methodology, which by design works its way into the lived worlds of people, brings to the research a sensitive, heightened perception of individuals. The process assists in making clear in the "mind's eye" of the researcher who people are, what people desire, and why people do what they do in their lives. Like reading the life of George F. Babbitt (Lewis: 1922) the researcher gets caught up in the interpretation of lived worlds in a way that forces conclusions. It is a process that generates thematic impressions and one which helps explain or gives meaning to what is real.

This research focussed upon what Sandra, Marsha, Darlene, Ross and Kirk expected to give to and gain from the teaching profession and, through the process of data analysis, answers to the seminal questions of the research were reached. From the data analysis, insight into the five beginning teachers' lived experiences revealed the subtle struggle they endured while trying to discern a meaning or purpose for why and what they were doing. Amidst school children, the significant others associated with their school, and their loved ones, each beginning teacher seemed to anticipate that their new teaching career would be built upon what they thought they knew and what they thought they should know.

As a result of interpreting the data, themes and sub-themes were identified that captured the essence of what all five teachers expected to give to and gain from the teaching profession. Although each beginning teacher spoke independently from and

about their unique worlds, the conclusion was drawn by the researcher that all five teachers were expressing similar feelings, at least in part, about their perceptions of their new teaching experiences.

The data suggested that the five beginning teachers expected to acquire recognition for their efforts to carry out the role of "teacher" from those whom they believed to be significant. They anticipated support in the form of positive feedback from significant others which would serve to reassure them and personally strengthen their self-esteem.

The five beginning teachers also expected to gain information that would be instrumental in making their first teaching experience successful. To them, it was important to gain information about what they were to teach, the school as an organization, and the demographics of the school community.

Sandra, Darlene, Marsha, Ross and Kirk also expressed the desire to give "all they had" to their new teaching profession. More specifically they viewed the effort they put into their jobs as the ingredient they were most prepared to give to their profession. The amount of effort given to preparing materials for teaching, to caring for the children they taught, to assisting in extra-curricular school activities, and to reflecting upon the job of teaching were considered to be important personal-professional contributions.

It is the purpose of this chapter to examine the themes and sub-themes emanating from the data through a case-study documentation process. This process is designed to include a conceptual overview of emergent theme categories, a case by case interpretation of each emergent theme and associated sub-theme(s), and a thematic inter-case-study summary.

Each case by case interpretation is designed to present the data of an informant's case-study which best illustrates the principal characteristics of a particular emergent theme and sub-theme(s). Important variations on each theme are presented through selected case-study data associated with the other informants.

Conceptual Overview of Emergent Themes

In accord with the focus of this research, listening to, understanding, and interpreting what informants said about what they expect to gain from and give to the teaching profession was of critical importance to the researcher in generating thematic meaning. Through this process (Spradley: 1979), different layers of meaning emerged which required further interpretation and analysis. The data revealed three major themes which reflected what the beginning teachers expected to gain from the teaching profession. Similarly, the process identified one major theme which constituted what beginning teachers expected to give to the teaching profession.

Expectations of Gaining From the Teaching Profession

The five beginning teachers expected a certain amount of support and recognition for the effort they were expending in doing their job. Generally, they expected interpersonal interactions with significant others that would by design provide them with a positive emotional up-lift, heighten their own sense of purpose and self-image, or would give them a feeling of shared responsibility, community and camaraderie. In this sense, they expected both Interpersonal-affective support and Professional-affective support would come in the form of personal recognition or professional sharing and/or remuneration.

The emergent theme Interpersonal-affective support identified the beginning teachers' need for others to acknowledge, appreciate and understand what they were doing in relationship to their new teaching duties. They desired to have "significant others" recognize their ability and worthiness at performing the tasks confronting them.

Their teaching worlds were full of uniquely personal and professional tasks, of people whom they viewed as being significant to them, and of aspirations and realities linked personally to their lives. They stepped cautiously into their new jobs clinging

closely to the knowledge of the profession they had accumulated during their formative years both in school and in recent professional training. The five beginning teachers felt more "lucky" than "assured" about why they had been hired, and in some ways the five beginning teachers felt obliged to do well considering the triumph of securing a job amongst the hordes of other teacher applicants looking for work in the province. They carried with them a sense of reserved pride, a willingness to "do what they were supposed to do," and most assuredly an important underlying need for family-like support, emotional sensitivity, and personal understanding.

It was this latent desire for personal understanding and respect that drew attention to what they, in one way, meant by support. For the five beginning teachers, receiving positive and personal feedback was consequential to their career success. This kind of Interpersonal-affective support to them was critical in making the new experience "right." From their perspectives, it was important who offered that kind of support. For the five beginning teachers they hoped to gain this support from the administration, other teachers and staff, their immediate families, their students, and occasionally the parents of their students.

Interactions that were professional in nature provided each beginning teacher with a feeling of shared responsibility. Differentiated from Interpersonal-affective support, was Professional-affective support, representing the sharing of professional wisdom among selected significant others which provided the beginning teachers with a sense of family, and which intuitively strengthened their feeling of organization. Sandra, Darlene, Marsha, Ross and Kirk anticipated this kind of collegial support from those most closely associated with their schools. The idea of knowing that others cared enough, for example, to help in the planning and/or organizing of materials, made them feel good.

Gaining teaching resources from significant others and being remunerated for their

service, in the form of money and time, was represented by the data in terms of Professional-affective support. Not only did the beginning teachers indicate that they could develop a better sense of themselves through the positive feedback they received from others, they also were of the belief that the support others gave them in the form of sharing materials, in finding resources, and helping them work out organizational plans provided them with a sense of belonging, an improved self-image, and a clearer understanding of the professional work associated with teaching. Sandra, Darlene, Marsha, Ross and Kirk also said that the "perks" from being paid for what they did as professionals, the opportunities to gain extra preparation time, and the designated holidays associated with the school calendar gave them the feeling that all their labours were worth while.

The data further revealed that all five beginning teachers anticipated that support would be forthcoming which would provide them with a professional sense of direction. They expected information from either the administration or their teacher colleagues that would assist them in defining their role, improving their teaching ability, and/or assessing their overall capability as teachers. A third emergent theme appeared as Organizational support representing information they expected to gain which would assist them in adapting to the school environment. These data indicated the desire on behalf of the beginning teachers to acquire information which would assist them, for example, in scheduling events, identifying responsibilities, understanding the community at large, and/or monitoring professional progress.

Expectations of Giving to the Teaching Profession

Through the process of data interpretation, only one theme emerged which represented what the five beginning teachers expected to give to the teaching profession. The data revealed the emergent theme Personal-professional effort which was

representative of their desire to direct their abilities in a way that would ensure over-all teacher effectiveness. Spending time and energy preparing support teaching materials, creating effective learning environments, meeting individual children's needs, developing extra-curricular programs to extend or supplement school programming, and assisting in the development and maintenance of positive school climates were important contributions which all five beginning teachers wished to make.

The emergent themes and sub-themes identified through data interpretation and analysis assists in better understanding what beginning teachers expected to gain from and give to the teaching profession. Collectively they provide insight into the complex world of becoming a teacher (see Figure 1).

Emergent Thematic Interpretation: Interpersonal-affective Support

Marsha's, Darlene's, and Kirk's new careers led them into unfamiliar territory. They were not acquainted with the ways of their school divisions and they were not familiar with the communities in which they were to be living. They were also not cognizant of the attitudes of the people they would be working with and furthermore, they were not well acquainted with the school legacy they were to inherit once they signed the contract and walked through the doors of their schools. Their need for Interpersonal-affective support was strong and parallelled their desire for reassurance and the feeling of belonging.

Sandra's and Ross's self-confidence was bolstered by their experience with and knowledge of the school jurisdictions they would be working for. They, too, desired similar kinds of support and, like the other beginning teachers, needed Interpersonal-affective support that suited their personalities.

The Interpersonal-affective support they desired and expected was generated from the kinds of family experiences they had experienced as children, and by the type of

WHAT BEGINNING TEACHERS EXPECT TO GAIN FROM THE TEACHING PROFESSION

***EMERGENT THEME 1*: Interpersonal-affective Support** - those types of interpersonal interactions with significant others which had the effect of providing a positive emotional up-lift that in ways heightened their own sense of purpose and self-image.

Sub-theme:

1. **Acquire Recognition** - acknowledgment, appreciation, and understanding through communicating with, and the involvement of others ...

***EMERGENT THEME 2*: Professional-affective Support** - those types of interpersonal interactions with significant others that were professional in nature which provided beginning teachers with a feeling of shared responsibility, of community and camaraderie.

Sub-themes:

1. **Acquire Resources** - school resources, shared materials, curricula ...
2. **Acquire Remuneration** - money, preparation time, holidays ...

***EMERGENT THEME 3*: Organizational Support** - in what and how to teach, in working with children and parents, and in organizational matters.

Sub-themes:

1. **Acquire Role Information** - for role adjustment and development ...
2. **Acquire Feedback** - supervision, monitoring, planning ...
3. **Acquire Assessment** - evaluation, judgment ...

WHAT BEGINNING TEACHERS EXPECT TO GIVE TO THE TEACHING PROFESSION

***EMERGENT THEME:1* Personal-Professional Effort** - in preparing materials for teaching, in teaching children, in extra-curricular activities at school, and in thinking about teaching.

Sub-themes:

1. **Giving Ideas and Being Innovative** - programs, classroom arrangements ...
2. **Giving to the Children** - caring, assisting, leading ...
3. **Giving to the School Organization** - implementing school policy, promoting school initiatives, involvement ...
4. **Giving of One's Self** - emotion, stamina ...

Figure 1

Emergent Thematic Interpretations of What Beginning Teachers Expect to Gain From and Give To the Teaching Profession

teacher education experience they had endured over the previous four years. Their childhood and teacher education experiences had, however precariously, been built upon a sharing and caring support group model.

Case-study Theme Interpretation

By presenting segments from each case-study a more comprehensive understanding of the meaning denoted by the theme is possible. The principal characteristics of Interpersonal-affective support are presented using the data from Marsha's case-study. Important supplementary references are made from the other four informant case-studies.

Listening to Marsha: The anticipation of Interpersonal-affective support in the form of positive feedback came early in the Spring and grew as each of the five beginning teachers became more familiar with their new situations. Marsha was excited about her appointment and welcomed the opportunity to work in a congenial atmosphere that offered personal kinds of support:

> "I had the interview the Sunday after convocation in May and I found out [about getting the teaching position] Monday, the next day. I went up for the interview and they were really friendly, and they said even if you don't get the job you were lucky to get here because we had 200 applicants. It was nice that they would give you a boost like that. I went and met the principal and 2 other teachers at the end of June. They sent me my contract in the mail and a letter saying it would be nice if I would come up and pick up some books and stuff. So I went up and got a key to the school.... as a first year teacher I think I need a little bit of direction, but I want my freedom within certain boundaries. I just expected him [the principal] to be there for support. I was getting jittery about this stuff so I phoned him and he just said that he would be there all next week [the week before school started] and when are you coming up and he would be there so if you want to just go and dig in things or if you want ... he would be there for me. I like that ... I am a person and you are too. You see I get that impression from him already. I have a really good feeling of teaching in this school ... I am really excited about it." (Marsha interview: 8/25/87)

Marsha also commented in her diary that after the first staff meeting she anticipated that the school atmosphere would be warm and exciting. She briefly wrote: "I expect to

feel welcome. It seems like a friendly, energetic staff." (Marsha diary: 8/26/87)

Marsha's initial perceptions of her principal providing this kind of personal support, illustrated that she considered his super-ordinate role as consequential to meeting her expectation. She talked quite assuredly that he would indeed be supportive regardless of his administrative role. Marsha stated:

> "I am really excited about the job because I think he will be a good guy to work for ... for support. Not just a big authoritarian figure, but someone who just supports you, shows you a few lines, works with you and he wants a school where everyone works together. A lot of school spirit." (Marsha interview: 8/25/87)

Later Marsha volunteered that:

> "He is not one for really coming up and talking to me, but he is open and even if he is really busy he wouldn't mind me coming up and talking. I am a person that likes to talk about things a lot. So like even today I talked to him about how I was feeling." (Marsha interview: 10/14/87)

Marsha's early perception of her school as "one big happy family" gave her comfort. She was prepared for the shock of being away from her family and boy friend, and was excited about being in a situation that would allow for uninterrupted planning and organizing:

> "It is going to be hard to be away from my family and boy friend ... things that you are not used to. I am going to get so much work done, it is going to be great. I expect to be high and low ...just being on your own. That is the thing, the school is a good place to go ... there is no problem. If I were in a school where the people weren't friendly it would be just hell. Just being on your own and going to a school where people just didn't appreciate you ... for a first year teacher that would be really hard. But just by meeting the principal and the two teachers and the idea of the whole thing ... like the theory behind the whole school. That is one thing the Principal explained. He likes a school with lots of school spirit, people involved, a good community. It is small and you get to know the people better. He said you can't help bumping into another teacher in the hall way and do things with them. That is what I like and that is what I am looking forward to."(Marsha interview: 8/25/87)

Further comments by Marsha revealed that over time the climate of the school and personality conflicts inhibited the opportunities for close personal interactions, individual

program implementation, and precisely the getting of Interpersonal-affective support.

Marsha grimacing, explained:

> "It is not happening yet and I don't see it happening in the future. Like last time I was still thinking no there is still time. School is just getting started and it is going to happen, but now after another month going by I can see everyone getting into their routines. ... And another thing that I am battling with right now too is I am not subject oriented and ... I just want the kids to learn how to study for themselves, think for themselves and you learn how to do all those things through the subjects. I was so much like that in university and then all of a sudden I get into my first year of teaching and I am, I would say at this point, now more subject oriented and I am feeling terrible about it. Maybe that is why I feel a little frustrated right now. I feel like to an extent you have to obey the rules of the system where we have a curriculum and this is what we are to teach and there is a general structure throughout the school on how to teach things ... you feel like you should follow even if you don't agree with it. I am frustrated ... right now because I am beginning to realize why and it is just because I am not following the things I believe in. I am following more of the structure of the school. It is depressing." (Marsha interview: 10/14/87)

Marsha's impressions of personalities and the organizational climate of the school became more pronounced and correspondingly more focussed. She stated:

> "Well I will tell you what happened in the past while with the principal. There have been lots of things going on around the school. First he seemed like he would be a pretty neat guy to work for or with ... He really didn't outline things very well, but he would say if you ever need anything just come and ask me. He was never the type of person to ever say to you like 'Hey how is your day going or how is your life.' He was just getting to the point where he was walking around the halls giving shit to all the people who worked for him ... about little things like if a kid walked past you to get a drink of water when he should have gotten it at the door."
>
> (Explaining other procedures) He likes the kids after the bell rings to be very quiet and they have five minutes to go to the washroom and get a drink of water and go back to the room. Then when they go for recess or leave the school to go home for lunch, to go home after school, they have to leave the classroom which means they all have to line up with their coats on and they walk down the hall together without a word and with the teacher escorting them out of the school. Get this ... we lose 20 minutes out of each day lining the kids up. You know the ones that piddle around at the end of the day are usually the ones you get to talk to and usually are the ones that need some help" (Marsha interview: 11/11/87)

When questioned later about her experience and the implications for teacher education Marsha identified the organizational climate created by what she believed to be

the bureaucratic nature of the school and the personality of her principal as factors which greatly influenced whether or not Interpersonal-affective support was offered:

> "It is a different thing when it is a job and you are governed by the principal. ... basically the principal is the boss and do what he likes or you are up the creek. The principal hires you. He is the one who comes in and views you. He writes the letter of recommendation and he decides how you are going to do the next year. I would like to think back to what I thought I was going to get out of this. I am happy, but that is hard because at University I had this idea of what I would like to see in a school, but I don't really think that is what I expected when I came to this school. Actually no ... what I expected was not fulfilled, but I am happy, I am all right, I am ok. I think I realized that the Principal's personality was one big thing that bothered me..." (Marsha interview: 1/21/88)

Marsha's strong character carried her through the bouts she had with the formal structural and procedural ways of her school. With the climate of the school being so closely linked to the principal's character, a climate which was not structurally conducive to the giving of affective "perks," Marsha became conscious of "buying into the system." Upon concluding a January interview Marsha remarked:

> "You know you can't expect it ... it is like taking a pill and hiding it under your tongue. What I am concerned about is whether I will swallow it or not. Will it be his or my slap on the back that will force the swallow." [field note comment (1/21/88)]

Matching up her performance with the school climate and the principal's personality became for Marsha an effective strategy for gaining Interpersonal-affective support.

Listening to Darlene: Darlene exhibited initial skepticism concerning the supportive nature of her situation when asked about the openness of school environment, the staff, and her principal. Her cautious, but optimistic character revealed that such Interpersonal-affective support would be a welcome surprise. Commenting on how she perceived the new situation Darlene explained:

> "Going to the school I was thinking that when the Director comes out to visit us he is going to be watching every single move you make. Looking for mistakes ... that is what I was thinking. Like you almost have to be perfect in what you are doing because they were really watching. Because of the other people (other applicants) around you know ... you could be gone any time. Like that I was out

in the field to fend for myself. What I mean by that was that if I had a problem or a question I would be bothering other teachers if I went to them. You know kind of figure it out for yourself and don't bother anyone else. Then after visiting the school and talking with some of the teachers, they were really helpful.

(What do you mean by "really helpful?")

Oh! I had a teacher come into the room and he came in and he gave me a lot of his materials that he wasn't using. That type of thing.

(Do you feel comfortable with that?)

Oh yes! But that really surprised me.

(So there is a real home atmosphere?)

Yes. A lot of sharing, support. I thought you would get some, but I didn't know" (Darlene interview: 8/25/87)

After three weeks of teaching Darlene, like the other beginning teachers, identified certain significant others closely associated with her new job whom she considered important sources of positive feedback. A brief comment early in her new teaching experience indicated that even the role of the janitor in offering Interpersonal-affective support was important.

> Oh! the janitor is really good. He comes in here and brings me treats and everything else. One day after school I was tired so I put my head down just for a few minutes and he came in and he put a piece of chocolate bar on my desk saying 'Here this maybe will give you energy'." (Darlene interview: 9/21/87)

Darlene further recognized that the principal and other teachers were important individuals in supporting her throughout the experience; however, as she gained experience her remarks became more defined and her comments more indicative of her perception of her situation. Darlene, reflecting upon the role of others in providing positive feedback, confidently said:

> "The system I suppose and the teachers involved there ... the people that you work with. They help as to whether your expectations are going to be met. But ... then again there are some teachers who don't have too many words to say ... I suppose because they don't show their interest the way perhaps others do. You know they come in and they say their little comments and ask how are things going, but it is not genuine ... like their interest or concern about helping as some others. I can

read that in the way they act ... insincerity." (Darlene interview 10/18/87)

In recalling Darlene's experience, the "ups and downs" of her first six months of teaching were frustrating. Happy to get the job, Darlene placed her principal and the director of the school jurisdiction in the highest regard and considered both as sources of Interpersonal-affective support. In reflecting upon her perception of the principal Darlene remarked:

> "He [principal] seems rather open. I don't really know what his attitude is towards this guide book and everything else ... no ... I think I can go to him and he would be willing to talk. I am sure." (Darlene interview: 8/25/87)
>
> "Yes he lays it out on the line and I know exactly what he wants and I feel comfortable asking him to come in and observe."
>
> (What kind of support would he give?)
>
> "Oh! constructive criticism." (Darlene interview: 9/21/87)

Eight days into her teaching assignment an evaluation conducted by her director brought Darlene to tears. Darlene's attitude changed and her perception of her support group shifted dramatically. She began to believe that her job was in jeopardy and she seemed to be preoccupied with survival. Her comments after the incident reflected the change in the way she viewed Personal-affective support. Regaining some optimism one month into her teaching career, she seemed able to capture the essence of the meaning of that kind of support. When asked to comment on her perceptions of support and whether she felt like she was part of the system she remarked:

> "Well ... yes. I guess that day with the director and a few days after that I felt I had to stay in my room. I kind of have to go along with what they [director and principal] want right now until tenure ..." (Darlene interview: 9/21/87)
>
> "Well I think he [director] is ok. He is here to help. There are good points and bad points. I think he is very traditional in his way of thinking and it is this way or no way ... there is not a lot of openness."
>
> "I feel better ever since the director came the second time. Before that I was still feeling like I was drowning or stumbling or fumbling and no real support. Like even if there is a lot of support around I think I know myself that it was the one

> person [director] who had the say. If the director hadn't said that I had done a good job, it wouldn't have mattered what anyone else had told me ... I still would have been thinking I wasn't doing a good job." (Darlene interview: 10/19/87)

Incongruent communication between herself, the principal and director seemed to be a major factor contributing to the experiences which Darlene faced. From her perspective, the comments from the administration focussed on her ability to effectively perform the "teaching" task. Darlene perceived their messages as mixed and somewhat negative. From her perspective, being told to be more enthusiastic and bubbly while later being told to be more aggressive and forthright seemed confusing and somewhat disheartening. Darlene, in exasperation, commented that:

> "I don't know ... like he [principal] is into this ... he uses the term enthusiasm, but that is not what he means. I have figured out now that using the term enthusiasm is not right ... like it is not my personality to be flamboyant, bubbly ... like that is just not me and that is what he is looking for and that is what he wanted so he used the term enthusiasm which sort of crushed all the enthusiasm I ever had or all the energy I ever had .. for him to say that I was lacking in that area like that was rough." (Darlene interview: 12/21/87)

Further comments by Darlene continued to reflect her disenchantment with her situation. Similarly, her remarks indirectly indicated a sense of "losing face" and of limited positive feedback from the administration.

> "Well he [director] came to see me just last week ... it went really well [sigh!]. His report was really good. There were no problems in the sense that I was doing things the way he wanted them done. A concern of his was how come it took me so long to do the things the way they wanted. But, like he hadn't been out since November and the Assistant Director's report and my principal's evaluation were fine. There are a lot of mixed messages and I suppose that is what is confusing me. Like at one point this is said and at another this is said, and so what does that all mean?" (Darlene interview: 2/3/88)

Her comments regarding the interactions between herself and the principal were further indication of inadequate communication and a move away from any Interpersonal-affective support.

> "I don't feel that comfortable ... I don't think we click ... I get a gut feeling from him that ... it is hard to explain ... like you know you just get a feeling about

> somebody and we just don't hit it off. See, I had this feeling and it was really bothering me and I let it stew for 2 or 3 days and then I went in and talked to him and I had a sheet of questions I wanted answers to. I found it really hard to talk to him. He was almost like a politician where you get off on the wrong topic and manipulate the conversation, and you don't really get around to the questions that you wanted answered. It seems now that I am back to thinking about school all the time. It is the administration ... the worry ... which isn't where the worry should be. I mean it should be with the kids."
>
> (Is there support?)
>
> "No [laugh], there isn't. The small teacher group ... there is still support there and I suppose more of a family ... but I still feel like I am out there to fend and now defend myself." (Darlene interview: 2/3/88)

For Darlene it seemed that her career was "hanging in the balance." Her desire for Interpersonal-affective support remained; however, she was cognizant that with administrative support waning there was no assurance that she would receive any at all.

Listening to Sandra: For Sandra the idea of gaining Interpersonal-affective support came with the job. It seemed, however, that although her discussions concerning her principal and staff were complimentary, as time went on, her comments became more guarded. Like Marsha and Darlene, she suggested that individual personalities played an important role in limiting the amount of Interpersonal-affective support offered to her.

She discussed the issue as if she was becoming disenchanted with how others were responding. On being questioned in late November about whether she felt comfortable in the school, Sandra responded

> "Oh definitely! I just ... I think I like people, but I think that ... I don't like to spend time with people ... I don't think I should say this ... that I haven't chosen to spend time with others. Like there is a bit of team sense, but I can't get into it yet ... may be I am not letting myself. There are younger teachers there, but they just ... they have different outlooks on life, like personality..." (Sandra: 11/23/87)

Listening to Ross: For Ross, the confidence he had toward his new teaching career seemed to guarantee a certain amount of Interpersonal-affective support. Being familiar with the school and having a "foot-in-the-door" made the chances of him

receiving positive-personal feedback even greater. He was grinning as he quipped an answer about his expectation. He said in answering a question concerning support:

> "I don't expect it, I know I am going to get it. I know the people there ... I just know. Like I don't foresee any problems that way. As for what I am going to do ... I expect some miracle to hit me." (Ross interview: 8/21/87)

Listening to Kirk: Kirk did not expect to receive similar amounts of Interpersonal-affective support in the form of positive-personal feedback. He did, however, feel that being recognized for who you were and what you did as a teacher was critical.

Emergent Sub-theme Interpretation: Acquiring Recognition

Being recognized for who they were and what they did while teaching brought a sense of meaning and purpose to the lived worlds of the five beginning teachers. Although preoccupied with their best interests and the needs of their students, Sandra's, Darlene's, Marsha's, Ross's and Kirk's anticipatory willingness to please others and to contribute to the functioning of the school came easily to them. Their up-bringing and formal university training provided the five with an ability to be both personable and "with it" when involved in their teaching duties. They did, though, wish to be recognized for their efforts. In this sense they desired solicited and unsolicited positive feedback in a form which identified their talents, their hard work, and personal natures. This feedback bolstered their ego and motivated them to carry out their teaching duties.

Interpersonal-affective support was limited and only offered by those significant others whom the teachers trusted. Close family members, loved ones, former friends from university, and certain school staff members were included in this group. The data revealed that significant others provided Interpersonal-affective support by listening to beginning teachers, offering advice and reassurance, and by exhibiting support for the

innovations beginning teachers brought to their jobs.

Case-study Sub-theme Interpretation

Listening to Kirk: Kirk gained Interpersonal-affective support from other teachers that he knew. These individuals were acquaintances who were teaching at other schools in the jurisdiction who recognized his ability and could empathize with his new teaching role. While not explicitly providing examples, Kirk did suggest that their input made him feel better and he frequently commented that if he were in trouble he could talk to his other teacher friends. In reflecting upon his first official trip to his school, Kirk offered:

> "Well I drove down ... well actually I went to Ribway and just talked to a few of the teachers I knew down there. Gordon [a teacher friend in Ribway] gave me a few hints and then I went to see Lorna who I knew had been a teacher there. One funny thing I was worried about was long range planning, like getting organized 2 or 3 weeks in advance. Everybody I talked to said not to worry about it because you don't know exactly what they wanted ... just take it as it comes. After that I felt better about things." (Kirk interview: 8/25/87)

One of Kirk's anecdotal comments again affirmed the importance of his teacher friends. Kirk wrote:

> "right now I am very nervous and kind of scared because I really don't have anyone ... thank goodness Gordon is back and that I am getting some of his stuff. I feel a bit better because of that." (Kirk diary: 8/24/87)

Later Kirk suggested that if things were "tough" he would get most of his support from his parents, his principal and/or Gerry, a teacher at Prairie View School. Gerry at that time was sharing a teacherage with Kirk and was a person whom Kirk considered a partial confidant. When asked about personal support Kirk replied:

> Well ... probably my parents, mom and dad first. As far as the job goes the principal and Gerry. Then Gordon in Ribway ... he has just helped me out so much ... I see him off and on and sometimes I phone him. (Kirk interview: 10/28/87)

Interestingly, Kirk had on several occasions commented upon the stress related to

his job and in doing so referred again to the Interpersonal-affective support he received from Gerry and from the members of his senior volleyball team. Kirk, however, did not anticipate developing intimate friendships at Prairie View School. When asked 'are you developing friendly relationships?' Kirk replied:

> "Gerry, mainly Gerry. I am not close to anyone and I really don't expect to get close to anyone really. My closest friendship right now is with Gerry and then I think ... with my volleyball team." (Kirk interview: 10/28/87)

It seemed, nevertheless, that over time Kirk appreciated someone to talk to and found support by developing other meaningful relationships. In December, Kirk responded that:

> "Everything is about the same as last time. I think Gerry's and my relationship has tightened a bit because we know each other better now. ... Not really with other teachers ... maybe a bit but not really. The closest relationship outside of Gerry I have right now is with the girl I am going with." (Kirk interview: 12/2/87)

Kirk also had a better perception of the limits to gaining Interpersonal-affective support. After he had made remarks about his principal's evaluative reactions, Kirk said:

> "As I was saying before, my principal has provided me with some support ... I do not think I am getting as much support as I did at one time. I guess when I think about it I am getting some support, but things have changed. Now you just go and do things you are supposed to do and you don't always get positive feedback. What my principal is really saying to me is 'get your butt in gear guy.'" (Kirk interview: 12/2/87)

Darlene, Marsha, and Sandra were also cognizant of the shift in the degree to which Interpersonal-affective support was offered. From their perspectives, all three voiced concern over the lack of consistency of positive, personal support.

Listening to Darlene: Darlene's perception of the kinds of recognition she was receiving changed significantly throughout the six month period. Diary entries and interview comments indicated that Darlene was very appreciative of the different kinds of

support offered to her by other teachers, but because of her circumstances, their offers of support sometimes seemed to be of little consequence.

In August, Darlene wrote that the director was there to help her and that he had great confidence in her ability and he wanted her to succeed. Darlene viewed the teachers of her school in a similar fashion. Darlene mentioned in her diary that "the teachers are more than willing to help and assist me in any way they can. I feel equal within the profession to share my ideas and methods, boost the enthusiasm in the school, look at the positive, and work hard."(Darlene diary: 8/25/87)

Darlene, like the other beginning teachers, relied upon the teacher relationships for support. Her perception of this process, however, drew attention to the challenge frequently faced by young first year teachers. The teachers at Darlene's school seemed very approachable, but were older, married with families, and at times preoccupied with their own personal and professional agendas. Darlene, indicating the need for more Interpersonal-affective support in the form of recognition, wrote:

> "Sometimes I feel like I am a bother to the other teachers, asking too many questions. I should just do it myself and learn from my mistakes. I don't have people popping in as often to see how things are going. The janitor still comes in and asks how things are going. I am feeling bogged down, tired, with so much to do and not enough time to do it. I am questioning whether I'm doing a good job or if I'm on the right track." (Darlene diary: 11/2/87)

Later in the school year she wrote: "Had a teacher invite me to her house to plan for the field-trip together, share materials with each other and plan to do a Christmas concert together with our classes. I feel good about this." (Darlene diary: 11/6/87)

Darlene gained Interpersonal-affective support by the recognition she received from Allan, a staff member who had been teaching for twenty-two years. In times of doubt Darlene sought counsel from Allan who volunteered quite readily both personal and professional advice. She referred to Allan saying:

"Well I would say right now that I am working with another teacher and building a

> friendship because I tell him a lot of my problems and he is kind of there to rescue me if I am having a bad day. ... He keeps saying 'Oh I remember when I was in my first year' and he has been teaching for 22 years! ... so that is nice.' (Darlene interview: 10/19/87)

Later she again identified Allan as an important collegial confidant. Darlene remarked:

> "I have one teacher [Allan] ... well he gives good advice. Like he told me that both the director and my principal are two people who like aggressive women [laugh]. I am not a very aggressive person and also he was the one that told me that you have to go to my principal ... like he [principal] will not come to you and things will just stew and stew and stew." (Darlene interview: 10/19/87)

From another perspective, Darlene indicated the gestures of other teachers provided her with a sense of self-respect and recognition. By explaining one school situation, she identified how a gesture by another teacher on staff gave her a certain feeling of pride and equality. In response to a question about gaining respect Darlene stated:

> "Well through what the teachers say and their reactions. Letting me deal with my own problems. We were all in the gym watching the Queen and I was on one side of the gym and she [another teacher] saw me as an equal by asking me to watch that side. It showed that she thought I was capable of managing the group and I was just like her." (Darlene interview: 10/19/87)

Her perception about being recognized for what she was doing seemed to shift in early December. Darlene began to experience a growing conflict between what was expected of her and what she believed in. In her diary she recorded:

> "I want to quit. I feel like everything I am doing is wrong. I can't teach! ... My bubble has been burst by my first report from my principal. I give up! ... I expected to be able to implement what I have learned, but I am finding I have to conform to the way the system wants things done and my creativity is being pushed aside. I expected to provide leadership in my specialization but find that there are already two other teachers doing this who are more experienced. I see a definite split in the staff which I didn't expect. The family community [staff] is breaking up. (Darlene diary: 12/5/87)

Listening to Marsha: Like Darlene, Marsha considered gaining recognition,

reassurance and respect from other staff members as important ingredients that would enhance her feeling about herself and of the school as a family. Her good nature extended outward to others, but because of the pace of school activities and the numerous duties teachers had to perform, positive interpersonal interactions among others were limited. As she recalled:

> "One way is to gain respect and to get to know them [other teachers]. You, however, never see them during the day so that is very difficult. I would like it if we were all here." (Marsha interview: 9/16/87)

Marsha, sounding disgruntled, reinforced the problem of not having enough time or opportunity to acquire feedback from others around her. She said:

> "Well there really isn't that much communication between other teachers as far as the class. They just walk in the door and do their thing for the day and just walk out. Oh! but if you have a major concern then I will go and talk to a teacher about it. It seems like there is a lot missing in that area. Like just the relations. A good example is the Grade Four teacher and she teaches in the morning and I teach the afternoon ... we share the Grade Four's. As soon as she is finished she is out the door and I go into her room and we don't have time to chat. There is no real system for discussing things so you just have to do your own thing ... ." (Marsha interview: 10/14/87)

Marsha believed that the "situation around here" [organizational climate] did not provide for many opportunities to interact. When asked about her knowledge of what other teachers were doing she responded:

> "How they teach? How they run the room? Well I know Betty [vice-principal] ... her and I visit each other's rooms quite frequently ... saying 'Hi! how is it going ... whatever ... walk back and forth. So you sort of know what each other is doing ... but the others ... no!" (Marsha interview: 11/11/87)

The situation conflicted with Marsha's initial perception regarding the ways in which she had expected to gain recognition and a sense of purpose. Her comment signified the limits to the amount of Interpersonal-affective support afforded her. In reflecting, she stated:

> "You know I remember the interview for this job. The people were saying to me

'what do you think about doing extra activities' and 'what do you think about team work and group work '... and I thought he [principal] was talking about lets get together and work together and communicate ... and I thought 'right on!' this is the school that I want to be at. I was pretty excited about it. Like wow! I wouldn't mind working here ... and it is just not going to happen. (Marsha interview: 11/11/87)

Listening to Sandra: Sandra's quiet confidence illustrated her independence. While she appreciated the recognition her principal and other teachers gave her, she wished to maintain a professional distance. She spoke many times of the positive interactions she had with her principal but continued to reinforce her desire to be independent and self-reliant.

She laughed as she stated:

"Well it is really very hard to describe ... like there is always that support there. I always go in there to Bill [principal] and talk to him. One day he came in and said 'I have been neglecting you' and I thought no you haven't [laugh]. But that is his way. He goes into every room and knocks on your door and comes on in and ... so it [affective support] is there, it is definitely there. I think as I was saying in the beginning it might be a bit too much. Like I don't want to give out my soul to just anybody." (Sandra interview: 11/23/87)

For Sandra, having teacher colleagues who recognized her first year status was fine. She did however, draw attention to the interpersonal pressures that influenced her to maintain a professional distance. Sandra commented:

"Well it is openly available. Like they [other teachers] don't come to me harping saying 'listen I have all these good ideas and come and get them,' but you know sometimes they will say 'if you have any problems I've got time.'

(Do you feel comfortable with the atmosphere?)

"Yes definitely on a school ... I shouldn't say school matters I am talking about non-extra-curricular matters there are no conflicts. When you are talking about subject matter and sharing ideas among teachers there is no problem. I think the conflicts come in with the ... way teachers interact with children. For instance just this morning there was a knock at my door and one of the teachers asked one of my students to come out ... and you could hear her harping at this child."

(Are you being nice by saying harping?)

"Yes. This one kid ... heck! .. like there is a certain point in the day to give people heck (laugh), but not that early. ... I do still feel like the rook. For matters like that

> (writing an official school letter to the government) I think that all the staff listened to me, but ... I don't want to come out with something radical ... I am still hesitant to say a lot of things. You feel different at different moments. I feel I fit into this group, but when there are these conflicts there are conflicts. You know my way of adjusting? I am just about finished my lunch and if someone starts nagging or complaining I will go. I don't need to hear that." (Sandra interview: 2/3/88)

Listening to Ross: Ross, however, seemed to command respect from his principal, other teachers, students, and also the parent volunteers. While his "linebacker" size may have had something to do with how others perceived him, his gentle but firm manner and his open and honest respect for others was infectious. Others seemed to reciprocate.

Ross had previously worked and taught at his school and, not being one for drawing attention to himself, believed that because of that experience certain interpersonal bonds had been established. He commented:

> "Being that I had worked for the jurisdiction I expected help and I knew it would be there. I had my involvement here with Mrs Bradinski and I knew she would be there. On the first two days I followed her around like a puppy. Now people come to me for all their P.E. stuff. I like to fit in right. In a way I don't like to be a sore thumb for too long." (Ross interview: 9/8/87)

Ross was confident in his ability as a teacher and the examples of personal recognition were subtle. On one occasion he casually mentioned that the principal, another teacher and himself were going duck hunting the next day after school. Similarly, a subtle reference to personal recognition was made regarding his principal's evaluative comment. Ross said:

> "His [principal] last comment before leaving the class was 'are you going to sleep tonight?' I said 'I will have no problem sleeping' and he said 'I know you won't.'"

Further he stated:

> "Now with some of the other teachers I feel like I am really fitting in. They are asking me 'what would I do' where as before I would have said 'I don't know. That makes a guy feel good'" (Ross interview:10/21/87)

When asked about the importance of being recognized for his contributions made to teaching, Ross's metaphorical comment captured his perception. He replied:

> "Well yes, the principal has mentioned that he likes the amount of work I have been putting in. ... It is like sports and you are coaching and your team wins the tournament then yes! ... but if they don't your effort has been put in and there are still people who will say 'nice try,' 'good job,' ... 'next year.'" (Ross interview: 10/21/87)

Similarly, a diary entry indicated the level of self-satisfaction he was receiving from the job. His thoughts captured the kind of Interpersonal-affective support he, like the other beginning teachers, reaped from working closely with children.

Ross wrote:

> "Now everything is starting to come easier. I now know my way around the school and the students. I get along with the other teachers and I have been able to handle just about any situation that has come up. I did expect all the above, but the one thing I didn't expect was to have so much fun doing so. Some of the other teachers say to me that I always have a smile on my face and I am always joking around having fun. I guess it is because I really enjoy what I am doing and I didn't expect to receive such satisfaction at such an early date. I really enjoy the kids and what I am doing which is probably the reason the days and weeks go by so fast. I guess it boils down to work hard and be prepared for anything and your reward will come from the results." (Ross diary: 10/6/87)

Thematic Inter-case-study Summary

Sandra, Darlene, Marsha, Ross and Kirk all gained a feeling of personal satisfaction from working with their children. Additionally, but in different degrees, they felt good about the relationships they had established with almost everyone they worked with. All five, however, were apprehensive and concerned about how well they were carrying out their roles.

Their need for Interpersonal-affective support was genuine. In a sense, however, they experienced "baptism by fire" (Gougeon: 1984 - 108) as they were quickly ushered into their new teaching situations. Without many opportunities to express their

expectations or feelings, they were viewed as professionals and summoned to prepare programs, order textbooks, evaluate children, deal with parents, and manage their personal and professional affairs as though they had been teaching for years. The beginning teachers for the most part were isolated in the profession. They arrived at school before other staff members. They planned in their rooms over recesses and noon hours. Most supervised or coached teams by themselves, and frequently worked late and took whatever work they had not finished home to complete. Their daily work lives lacked, to a large degree, the nurturing and affective expressions of support they seemed to desire. In general, Sandra, Darlene, Marsha, Ross, and Kirk viewed their colleagues at their schools in a positive way. Interestingly, however, the "physical and social isolation" (Lacey, 1977; Lortie, 1975; Ryan, 1980) they experienced inhibited opportunities for them to share personal concerns with their school colleagues. Their situations either discouraged Interpersonal-affective support or isolated them from it. Consequently, the new teachers explored other ways through which they might acquire that kind of support. In Darlene's and Marsha's cases, "playing the game" or "taking the pill" by adjusting or deferring their ideas and/or approaches for other's, became a common strategy which yielded positive responses from either the administration or teacher colleagues. As Fyfield, Taylor and Tisher (1977: 1-2) observed, the adjustments they made were in keeping with first year teachers' "continual reshaping of ... perspectives and behaviours as they confront various situations."

Being unfamiliar with the school and community environments also contributed to the lack of close Interpersonal-affective support. Darlene, Kirk, and Marsha for instance, found themselves living in different communities and being confronted with the "adult world of responsibility" (Veenman: 1984 - 148). Because of the locations of their new jobs they ended up living greater distances from their families and loved ones. They lost the support network that they had established among friends during their

university training, and all had to "strike out" and make new acquaintances, buy food, pay bills while making sure they effectively performed their teaching duties. For them their need for Interpersonal-affective support was strong and like "Gwen" (Craig: 1984 - 164) being reassured by others early in their careers was important.

While each of the five beginning teachers experienced the reality shock of teaching, both personal and situational causes attributed to how each individual perceived the kind and amount of Interpersonal-affective support they received. Their perceptions were molded by the questions they pondered concerning their own abilities, the amount of effort they put into teaching, the kind of school climate they were teaching in, the people associated with their work, the availability of time to interact with others, and in some cases, the "luck of the draw."

The traditional nature of their teaching situations provided more opportunities for the five beginning teachers to be told what to do than to be told how well they were doing it. While all expected direction and advice in dealing with professional and organizational matters, the absence of being personally recognized by others was considered a shortcoming of their initial six month experience. As a result, their own definition of what made work worthwhile became even more important.

Emergent Thematic Interpretation: Professional-affective Support

Sandra, Darlene, Marsha, Ross, and Kirk were eager to start their new jobs and were encouraged by the way their principals and teacher colleagues seemed to accept them. In all instances the data revealed that the five beginning teachers viewed the ease with which their colleagues volunteered materials and advice during their first few days at their schools as being significant in helping them adjust. In this regard, the five experienced feelings of self-confidence from knowing that the other teachers cared and wanted to help them "get started." Just knowing that others were willing to share, or that their colleagues had experienced similar anxious feelings during their first year of teaching brought comfort.

Breaking new ground was difficult, but all five new teachers seemed to adapt quickly to their new surroundings and develop interpersonal relationships with other staff members who in turn provided them with professional direction and a feeling of belonging. Their impressions of their new situation came first through their assessment of the job interview process, and second, from the openness of the staff during the first few organizational days prior to the start of school. In this sense all five beginning teachers seemed to identify with certain individuals on staff who either were receptive to their needs, showed enthusiasm for their own jobs, had taught or were teaching the same grade, had similar interests, or had common duties to perform at the school. All five teachers initially viewed their principals as main sources of Professional-affective support and as the individual who significantly influenced the climate of the school and was an important figure in providing the Professional-affective support they needed. Their principals' initial guidance and interpersonal support made them feel fundamentally good about what they were doing in relationship to their teaching duties.

The support group notion was important to them and they looked forward to any opportunity to share their thoughts and feelings. Correspondingly, the five beginning

teachers seemed to anticipate being rewarded for the effort they were expending. Being paid for the first time made their efforts seem worthwhile. To them the cheque represented a tangible reward which in effect made them feel confident in what they had accomplished. Gaining a sense of self-worth from what others said to them or offered was not only accentuated by each pay cheque, but also by the feeling they experienced when others accepted them as equals. Developing a collegial bond among other teachers and through the receipt of salary, contributed significantly to their sense of purpose.

Case-study Interpretation

To emphasize these principle characteristics of Professional-affective support, interpretations from Sandra's case-study are cited. Supplementary data from other individual case-studies is incorporated to illustrate variations on the theme.

Listening to Sandra: Sandra seemed comfortable with the support she had been receiving from the others around her. In most instances, as a result of her reserved confidence, independent character, and the climate of the school the kind of support she did receive was more professional than personal in nature. The professional respect shown by her principal was an example of this. In commenting on the kinds of interpersonal interactions which did occur between Sandra and her principal she stated:

> "He [principal] approaches you in a non-threatening manner. He was talking like 'when I started teaching there was nothing' and he didn't want that to happen to new teachers. He said that 'it was ridiculous to expect people coming from the University to know what they are doing.'
>
> My principal set me up with the girl who had grades 3 and 4 last year so she is my partner ... she is a resource. She doesn't help me with planning it she helps me with ideas and suggestions. Bill [principal] says that he doesn't call it stealing ... it is teacher sharing [laugh]." (Sandra interview: 9/9/87)

Sandra also intimated that she appreciated the Professional-affective support she received from her principal. In explaining, she said:

> "I am definitely getting professional support. Like Bill [principal] thinks nothing of coming in and asking me how it is going and 'can I help you with anything.' I haven't been going to him as often and I am definitely getting professional support ... it is there ... it is offered. There is a concern for my physical health and Bill has said if you are sick or are getting run down be sure to call me so he could get a substitute teacher. I think that is great just for the fact that he is willing to come out and say that. I wouldn't want to do that because [laugh] ... this is going back to my personality ... I would probably get more sick writing the plans out than if I did it myself [laugh]." (Sandra interview: 10/21/87)

Listening to Kirk: Under his new teaching assignment Kirk recognized the significance of the principal and the teachers on staff in providing Professional-affective support. The rural location of his school, and the nature of his sports coordinator's position, influenced the way he viewed his role, the contributions others made, and the way he thought he should execute the numerous tasks facing him. He also said, however, that the onus to successfully complete tasks was his responsibility. He stated:

> "The principal ... well I expect him to be understanding about any problems or helpful with anything like problems or situations that I might run into. I expect him to act like an administrator, just for the fact that this is my first year and that I am learning a lot. I am learning more that a veteran teacher maybe. ... as far as the teachers, like I expect them to give me a hand. I hope they will give me a hand." (Kirk: 8/25/87)

> "Well right now the teachers are really helping me out especially when we go on trips. Things like eligibility forms, entry fees ... there are always others helping me out. (Kirk: 9/17/87)

When making a comparison to his student teaching experience Kirk commented:

> "There is a lot of work in internship but you can always fall back on the teacher. Here you can't fall back on anyone, you are the guy who has to get it done." (Kirk interview: 12/2/87)

Kirk also believed that the principal, and similarly, the other teachers had an obligation to provide professional-affective support. In summarizing his feelings toward the matter Kirk stated:

> "Actually you know I think there should be lots of interaction between the principal and the first year teacher. The principal should sit down and also other teachers to give this new teacher a hand." (Kirk interview: 8/25/87)

Listening to Darlene: After three weeks of teaching Darlene also identified the staff, the administration, and others as important in providing professional-affective support. When asked about support she stated that:

> "Yes it is the people. If they over hear you talking they will say 'Oh yes I've got stuff on that.' ... and yes the principal is very supportive [after her director had evaluated her eight days into her teaching assignment] I went and talked to him [about the evaluation] and asked him some questions. He clarified them. He was still very open and willing to come in and help if I wanted anything."

Listening to Ross: Ross seemed most aware of the Professional-affective support he received from the school staff members. His interpretation, however, explicitly reinforced the insular characteristic of his role and reflected what Kirk perceived as the difference between student teaching and "the real thing." Ross commented:

> "Yes, I expect support, but the support is not going to come like ... let me [other teachers] help you plan. No, they went through it ... they don't want anything to do with it ... and I don't blame them because it is tough. ... they [other teachers] are there if you want it. They will help you ... but when it comes down to the crunch then it is up to you. Like you have 28 students and you are going to teach them exponents ... then what am 'I!' going to do?" (Ross interview: 9/8/87)

Emergent Sub-theme Interpretation: Acquiring Resources

The data suggested that for the five beginning teachers, acquiring resource materials from other school staff or just locating resources materials within the school to enhance their classroom environments or the teaching process, provided a positive emotional up-lift, a sense of assurance, and a feeling of camaraderie. They frequently commented upon how gratifying it was to have other teachers share materials or to offer assistance in locating materials within the school.

The Professional-affective support associated with their jobs was made more evident to the five beginning teachers during the first few weeks of teaching than later in their experience. The isolated comments from all five beginning teachers captured the

emotional effect of having others respond to them in a professional-affective way. Their initial thoughts about organization and resources illustrated an intense concern for knowing what to use and what to teach. All five felt confident in their training, but, when the school year commenced, all expressed anxiousness and looked to others for resources and direction. Knowing that others were willing to share encouraged them, however, over the six month period teachers' personal and professional obligations, personality conflicts, and the feeling on the part of the beginning teachers of not being able to reciprocate in the sharing process inhibited those opportunities.

Case-study Sub-theme Interpretation

Listening to Marsha: Marsha was self-confident and in many ways uncompromising. While she most certainly appreciated the Professional-affective support she received in the form of resources and teaching suggestions, occasionally she took issue with the kinds of ideas directed her way. Certain practices seemed to challenge Marsha's training. Reflecting upon her situation Marsha remarked:

> "I am getting pretty nervous about the job. I have been looking at books, just a few of them. I don't even know what kind of system we follow. I think for the first little while it is going to be hard ... but I know that I can handle it because of my training." (Marsha interview: 8/25/87)

Marsha enjoyed the limited sharing of materials and the assistance she was receiving from Louise [vice-principal], but she reacted strongly to the emphasis placed on "note taking" and the syllabus given to her for the Social Studies component of her Grade Six program. She stated:

> "The basic structure that is carried out in my school is notes, take notes, and take more notes and I can't stand it you know. I am feeling like I should be doing that but the kids hate it, I hate it and in some subjects I have been actually doing it and I feel terrible about it. ... It was that one teacher down the line. Somewhere he gave the kids notes and notes ... all year and then the next year another teacher said 'what did you teach' and he said well here is a student notebook; photo-copy this' and that teacher did and taught the exact same thing." (Marsha interview: 10/14/87)

Listening to Sandra: Sandra's comment suggested that the transition from university work to school work was a relief. Her comments revealed a subtle shift in her thinking toward the utility of packaged, textbook approaches to teaching and learning.

> "Yes, I expected I would be doing more writing down because I was so used to actually preparing lessons in student teaching ... but I didn't expect to get as much help from the teaching guide books. For instance I was sitting there last summer wondering oh my God! what am I going to do. I don't know anything about grade three ... what am I going to teach these kids and it will be different than my student teaching. Never in my wildest dreams did I think I could open a book and there would be a lesson to teach. I think it is great." (Sandra interview: 9/9/87)

Later Sandra commented on receiving materials from other teachers:

> "Well I don't expect somebody to come in and tell me, but Gloria [a teacher across the hall] will sometimes come over and for instance she found these for me [pointing to curriculum guides and duplicating masters] and here up to this point I have been making extra work by making these things. They are quite a savior. Mind you I think I am quite lucky with this class in the sense that most of the kids are well above average and there are just a few that are a bit slow." (Sandra interview: 10/26/87)

Listening to Ross: Ross seemed excited about receiving almost anything in the way of resources, teaching suggestions, or equipment. The effect of teaching in a new school was a thrill to him and having the responsibility of ordering new physical education equipment bolstered his ego. Ross's principal wanted "team players." In sensing this, Ross felt comfortable approaching the other teachers for their help. He seemed elated when he said:

> "Well I have tremendous support ... that is no problem. I could ask anyone. For example I was having problems with a kid in Grade One ... but now we are partners ... I put my hand out [snapping fingers] and he is there like that. ... and that was just something that another teacher told me ... we talked for about a half hour and we came up with that idea." (Ross interview: 12/17/87)

Listening to Darlene: The feeling of apprehension was over-shadowed by delight when other teachers offered Darlene resource materials or advice. Her comments

put into context her teaching situation and her appreciation of other's efforts. Sounding grateful she stated:

> "I was talking with another teacher and she had a piano in her room and I had just got a piano in mine and we started talking about music. And then she said she had all kinds of records, a great big library of books and that type of thing ... and to come on in and help myself. So that was really nice." (Darlene interview:8/25/87)

Later she stated:

> "Well I had written in my diary that I was feeling like I was beginning to be 'a pain in the butt' for asking questions and for borrowing ideas and that type of thing until all of a sudden the director was coming out and I had ... Allen [teacher] was there again and another teacher to give me support, and materials, and stuff that I could use. And then one of the teachers came in to my room and asked whether my class would want to come over and watch a film. She also wondered if I wanted to get together and work on the Christmas concert together." (Darlene interview: 10/18/87)

Other comments made by Marsha and Darlene illustrated their concern over the utility of some of the resources offered to them. Drawing from their university training they questioned whether or not some of the resources were appropriate and/or in keeping with educational trends.

In Darlene's case she felt the reading series chosen by the principal would be too difficult for most of her students. Believing in "whole language" and the use of a variety of supplementary resource materials to enhance learning, she commented:

> "I think it really surprised me [talking about the first year teachers' meeting held by the school board] that they were saying use the guidebooks as Bibles. At university we were taught that they shouldn't be used as Bibles. You sway from it ... be creative with it and I almost got the feeling that they wanted you to follow it. They gave me the feeling that too many teachers are swaying from it so they are trying to get people back on the track by using them." (Darlene interview: 8/25/87)

Darlene, however, found herself being influenced by others to adhere to established program policies

Emergent Sub-theme Interpretation: Acquiring Remuneration

The fortune of being hired by any provincial school jurisdiction in 1987 seemed

reward enough for the five beginning teachers. The competition for teaching positions was extremely aggressive and securing a job was perceived by them, their families and friends as an important accomplishment.

They felt positive about having an opportunity to test themselves in what was for them a "real" teaching situation, but at the same time they felt somewhat reluctant considering the level of responsibility the position held. For the first time they found themselves personally responsible for the children's well-being and discovered very quickly the subtle impact of knowing that being in charge meant being accountable. Indeed, any positive feedback they received from others about what they were accomplishing while teaching was greatly appreciated and served to relieve certain tensions. Correspondingly, being paid for what they did, and just "making-it" to a weekend or to a particular holiday registered a feeling of achievement. In this sense, not only did words serve to enhance their feeling of self-worth, but having tangible results in the form of a pay cheque or a day off was important as well.

Case-study Sub-theme Interpretation

Listening to Kirk: Acquiring a teaching position meant a great deal to Kirk's parents even though he himself was not initially enthralled with the notion of teaching in a rural hamlet. When asked about his new job, the notion of moving from student to teacher and becoming financially independent, was inviting and strongly supported by others close to him. In Kirk's words he said:

> "Actually, let me tell you something. I didn't want to go to Prairie View. I thought I would be making some money and I thought if I didn't accept the position I would be hearing about it from my parents for the next ten years. I thought that every time I would run into financial problems ... if I didn't get another teaching offer they would be saying 'well you had your chance.' So that kind of did it and I said 'all right.' I gave the board the verbal agreement and signed the contract. Then thought after ... why did I take this job? ... because I never wanted to go to the country, never. I just wanted to stay in the city because there were so many things going on there." (Kirk interview: 8/25/87)

Kirk, however, seemed just as concerned over whether his students learned. In reflecting upon being paid, he offered

> "Well teaching is more than teaching stuff ... I am more or less out there to help them [students] learn. I had that idea in student teaching and more so now. ... The cheque is important, but I enjoy teaching the kids. I would rather be recognized as someone who can get his point across and who can help the kids learn than someone who just picks up his pay cheque." (Kirk interview: 9/17/87)

Kirk had mixed feelings about the amount of money he was paid and waited in anticipation for their first pay day to arrive. When it did, he was noticeably shocked by the deductions and felt somewhat let down when they reflected upon the amount of work he had done over the month.

Kirk reflecting on the amount of this first cheque commented:

> "Well I am still in debt [laugh] and this cheque will be gone pretty quick ... I owe money to everybody. The September cheque was all right ... I netted $1050.00 because they deducted the teacherage. Well you know $24,000.00 is ok if you are getting $24,000.00, but when you are getting $14,000.00 that isn't ok [laugh].
>
> I think first year teachers will think about the pay cheque much, much more than those teachers who are established because they work for it." (Kirk interviews: 10/28/87 - 1/30/88)

Listening to Ross: Ross also reacted to the amount of the pay cheque and in reflecting back said:

> "Yes, coming up two months into the job and man did it go fast. I will get paid next week and boy! did they ever take a lot of money! Like I get $2350.00 a month and I get $1550.00 clear ... they just take $800.00, boom!" (Ross interview: 10/21/87)

Listening to Darlene: Darlene's perception of the amount of money she was being paid illustrated once again her circumstances and the subtle influence being paid had on her own sense of purpose. Through a sequence of questions her feelings were revealed. She said:

> "Teaching is a lot of hard work and dedication to insure that you are providing the best learning environment for a child."

(Do you believe in that?)

"Yes"

(So you have not lost any of your idealism, your purpose?)

"No it is still there. It can be the pits sometimes, but there are still some good days."

(What are you getting out of this?)

"Right now it seems just a pay cheque."

(Have you been paid?)

"Yes I was. They take a lot of deductions off ... just about a third of your cheque which is depressing and it will be like that every month. I was expecting a little bit more, but what I am getting out of teaching really is the satisfaction of seeing someone achieve something. To see a kid say 'Oh yes now I have got it.' To see a kid sit there and struggle and struggle and then say 'Oh yes I have got it!'." (Darlene interview: 10/19/87)

Listening to Sandra: Sandra had previous knowledge of the final dollar figure she would receive every month on her pay cheque. Her comment concerning being paid for teaching revealed her feelings and her character in regard to the amount of money teachers were actually being paid. She said:

"Well this isn't a fair question [laugh] ... you are getting a real answer from me because I would have been knocked right off my chair with the amount if I hadn't had the job I had last summer. I made out pay cheques and I took off deductions, and so I was aware of the whole process. But before that [laugh] no. I would have thought a couple of hundred not a third. Well the way I look at it is, there are lots of people out there working their "butts" off for minimum wage and I am getting really good money and I am enjoying what I am doing. You know I don't have a family to support yet and there are certainly many people who do and they have to work in kitchens and other places." (Sandra interview: 10/26/87)

Listening to Marsha: Marsha's reaction to the pay cheque deductions was similar to that of her other first year colleagues. The payment for outside activity supervision was, however, another issue which Marsha struggled with early in November. She commented:

"Remember I am getting paid to be outside you know. I didn't know I was getting

> paid for this and like Louise [vice-principal] was organizing this stuff and I was just going out with the kids. Then I was asked if I would like to help out a bit more. At first I thought Wow! $500.00, but now when I think ... it is really not that much. I have a different perception of the work now and sometimes I would like my coffee and when it gets cold out (poor kids) burrr!" (Marsha interview: 11/11/87)

While the remuneration did not quite meet with Marsha's and the other beginning teachers' expectations, the thought of being paid for the effort put into teaching was encouraging.

From the five beginning teachers' perspective, money alone was not the only source of remuneration. To them the weekends, seasonal holidays and the particular school events associated with the holidays, personal preparation times, and professional development days offered to them by their school jurisdictions were implicit payments all welcomed by the new teachers. Sandra, Darlene, Marsha, Ross, and Kirk looked forward to these special times, and believe that because of tradition and their hard work, they were owed them. Surviving until to Christmas seemed to be their biggest reward.

Listening to Kirk: From Kirk's perspective, teachers seemed to work for the holidays. In reflecting, he stated:

> "I think maybe everyone works for the breaks ... I honestly do. I know everyone works for Christmas. Everybody will be working for Easter. And I am sure they are all working for the Teachers' Convention." (Kirk interview: 1/30/88)

His comments, which were in anticipation of Christmas, identified that he too, was looking forward to seasonal school breaks. In attaching a personal meaning to the Christmas vacation period Kirk's comments were representative of a feeling of accomplishment, of effort expended, and of time owed. He stated:

> "I think the pace always slows down at Christmas ..."
>
> (If I asked whether you were waiting for Christmas ... what would you tell me?)
>
> Ahhhhh! [laugh] yes. A hundred and ten percent. I am not going any place. I am just going to relax and sleep-in until 1:00 p.m. everyday ... I am just going to be a bum [laugh]." (Kirk interview: 12/2/87)

Listening to Darlene: Darlene's response to the questions concerning surviving to Christmas was indicative of personal achievement. Darlene sighed:

> "Yes, it is hard to believe ... I thought Christmas would never get here[laugh]. It just seemed like such a long haul to get here." (Darlene interview: 12/21/87)

She was personally satisfied with such an achievement and reconciled her feelings by reflecting upon the amount of time and effort she had expended over the last four months.

Listening to Marsha: Marsha's excitement of the up-coming Christmas vacation was accentuated by the joy she found in being involved in the Christmas activities at the school. She happily commented:

> "Oh we are counting down the days. Just eight days until Christmas. We have our concert on Monday so the whole week is a write-off as far as work is concerned. The concert stuff I think is needed. We have a tree in the hallway and each classroom is decorated with Christmas stuff. I guess it depends on whether or not teachers get really excited about Christmas ... a few of us have had stuff up as early as last week." (Marsha interview: 12/8/87).

Listening to Sandra: For Sandra and Ross the Christmas recess had a different personal meaning. Sandra was to be married over the holidays and Ross was going to be making a transition from one school to another. Ross viewed the break as a breathing point from which to orient himself to the new teaching position. Sandra's life close to Christmas was like a "whirlwind." In referring to her situation at that time, she said:

> "Oh! it is just crazy around here with the wedding... it is hard to concentrate. Even Dick [fiance'] is going crazy now too, fourteen days before the wedding. We finish here in seven days ... all next week and then Tuesday. Actually, to tell you the truth it will really be a nice break. I am really glad we have more time after Christmas. You know it has been hectic around here for different reasons. We have a Christmas concert on Wednesday and we have already had two practices. But I think most of the hectic things for me now have been personal" (Sandra: 12/11/87)

Thematic Inter-Case-Study Summary

Sandra, Darlene, Marsha, Ross, and Kirk considered themselves fortunate to have been selected for a teaching position so soon after graduating. With limited knowledge concerning the children they would be teaching, and the content they were expected to cover in the fall months, they greeted any suggestions or guidance with genuine enthusiasm. The initial interactions with their principals and teacher colleagues late in June left them feeling anxious about their new roles and looking forward to the direction and assistance which they anticipated receiving prior to the first week of school and during the first few months of their new experience. The five beginning teachers took their new jobs seriously and like the other teachers on their school staffs and attended to the task of organizing themselves for a state of first-school-day readiness.

The initial informal induction sessions and the first few weeks of teaching were cast in an atmosphere of congeniality and openness. But as time wore on the insular nature of the teaching situation became more pronounced. As the five beginning teachers adjusted to their work and became familiar with their school environment, each experienced a subtle shift in the kinds and amount of interpersonal and professional support. Personal and situational factors such as the amount of interpersonal communication among teacher colleagues, individual personalities, the climate of the schools, and even the amount of time people found to spend together attributed to a shift from Personal to Professional-affective support. Professional-affective support was readily offered by others as the teachers worked their way into the fall school semester. Interestingly, this kind of support appeared more often during the preparation times for seasonal events such as Halloween and Christmas than at other times during the semester. Adapting to and acquiring the skills for fitting into their new environments (Sanders and Yanouzas: 1983) was a necessity for all the new teachers. As they became more accustomed to the ways of the school and the people around them they tended to

become more self-reliant. In reality, becoming more self-reliant was encouraged by the infrequent opportunity to interact with other teacher colleagues. While other teachers were most willing to share their thoughts and ideas with the new teachers, those teachers too had certain personal and professional responsibilities which they were obliged to carry out. Completing their own work precluded many opportunities for interpersonal discussions which would have engendered positive feelings associated with sharing responsibilities, and comradery.

Emergent Thematic Interpretation: Organizational Support

Sandra, Darlene, Marsha, Ross and Kirk were appointed to their teaching positions during May or June, 1987. While their personal and pre-service teacher education experiences provided them with insight into the nature of the teaching profession, their need to ascertain specific information pertaining to their new duties occupied their thoughts. Fundamental questions such as what grade level they would be teaching, what subjects they would be teaching, how they were to respond to children and parent needs, and how they were supposed to complete class registers reflected this desire for early guidance and direction. In this sense, the data revealed their need for Organizational support which would assist them in knowing what and who to teach, in understanding school organizational policy, and in developing working relationships with pupils, other staff, parents, and those associated with the school jurisdictions.

They expected to be informed about the peripheral and pivotal norms of their schools, the nature and number of the children they would be teaching, the type of community in which they would be teaching, and the programs and curricula sequences they would be charged with following. Similarly, they expected that this information would be explicit and readily volunteered by their principals and other staff members. The information the five beginning teachers sought indicated their need to fit in.

The information which they were able to glean from the interviews and subsequent short orientation meetings held in the Spring was general and somewhat limited. Few decisions had been made concerning the Fall semester and most staff members, at that time, were more preoccupied with bringing closure to the existing school year and summer vacations, than with planning next year's school agenda. Of consequence also were Sandra's, Darlene's, Marsha's, Ross's, and Kirk's subordinate status. Being new to the job, they were cautious in their approach. They did not wish to appear unknowledgeable or naive, and as a result they left their initial visits with a sense of

uncertainty. It became apparent that all five beginning teachers were looking forward to the fall in anticipation of more concrete information that would assist them in carrying out their jobs. The kinds and sources of this information were important to each beginning teacher.

Case-study Interpretation

For purposes here, Marsha's comments will be first used to provide a foundational thematic perspective. Supplementary data from the other individual case-studies will be incorporated to illustrate variations on the theme.

Listening to Marsha: Marsha reflected upon her meeting with the principal in late June:

> "I had expected to get the job and to go there and get some books and look around in June ... and that is all that it was. Now when I think about it, there were some things that I was unclear about and it would have been nice if certain things were laid out a bit better. ... As a first year teacher I think I need a little direction. I need somebody to tell me how things are usually run and when I am stepping out of bounds. But I want my freedom within those boundaries. The principal so far has been helpful. But you need to know what time to show up and even what to wear ... you know things that you have not experienced before." (Marsha interview: 8/25/87)

From Marsha's perspective, feeling unsure was a result of not having enough information. She was most explicit when commenting on her situation:

> "I had expected a little organization. I expected to come to school and have some outlines and some direction. I was expecting to know what subjects I was teaching and to know what kind of supplies I had to work with and I was expecting them to tell me what had been taught the year before. Yes, getting general and specific directions was an expectation and I was just lost the first couple of days wondering what I was going to be teaching." (Marsha interview: 9/16/87)

Marsha found that she had to depend upon indirect means to assist her in gaining information. In many instances she was forced to informally seek out information regarding school organizational policy.

Listening to Ross: Ross's observation reinforced the notion of not being specifically informed about school policy issues. His comments revealed a initial high level of uncertainty due to the lack of information. He stated:

> "Well I am not any farther ahead than I was before. I am going to talk to the principal once more today and he is hopefully going to give me some idea of what he wants ... right now I don't have anything to talk about. I don't have any information. I guess next week I am going to the school to figure it out." (Ross interview: 8/21/87)

Not knowing led all five beginning teachers to rely heavily upon their intuitive abilities. Sandra, Darlene, Marsha, Ross and Kirk considered their independence important, however, they looked forward to receiving information or direction which would help ease the transition from student to teacher. After his first week of teaching Ross indicated:

> "It would be nice if someone said do this and this ... that would be a piece of cake. But the difference is you have to sort through it and figure out what the heck you are going to do and where you are going. Nobody else will." (Ross interview: 9/8/87)

Sandra's, Darlene's, Marsha's, Ross's, and Kirk's experiences at university had reinforced their commitment to the profession, and had affirmed in their minds, their level of theoretical and technical competence. Although the five beginning teachers generally felt confident in their ability to perform their assigned duties, they did attach great significance to the direction and guidance they received from individuals closely associated with their schools. To each beginning teacher the main source of this Organizational support came from their principal. From their perspectives, the principal was the authority figure of the school, the individual who administered school policies and procedures, and of significance to them, because they had played a major role in hiring them.

Their descriptions depicted their principals as supportive and knowledgeable.

Ross perceived his principal as the captain of the team and in his words, "the one who called the shots and took the heat." Sandra described her principal as a "facilitator," while Darlene's initial perceptions identified the explicit character of her principal as an individual who "lays it out on the line." All five teachers had respect for and confidence in their principals; however, over the six month transitional period personal and situational circumstances altered their views.

Listening to Darlene: For Darlene the principal provided general guidelines which were to be followed by all the teachers. Her concern, however, centred on his prescriptive nature and the lack of frequent interactions. The situation it seemed, forced Darlene to compromise her professional ideas for those of her superiors. Darlene felt obliged and even obligated to follow the suggestions made by her principal. Being a new teacher, she felt that she should "go along with what they wanted." Darlene's comments further illustrated how other staff members perceived her situation:

> "Well I expected to be able to use my own ideas but I feel like I have to do it the way they want me to do it. They expect this and this and this. I expected this would happen to some extent but I didn't expect it to be as rigid as what it is ... It is this way and that is the only way."

Further she stated:

> "I had some teachers say to me 'you have to learn how to play the game.' They have told me that, but right now I don't feel comfortable with that because they can look in your day book and they can see what you are doing and if it is not conforming to their expectations of what they want then ... ." (Darlene interview: 9/21/87)

In providing an example Darlene clarified her perception:

> "The 'whole language' approach seems new to this system. Here they want everyone following the 'Mr. Muggs' reading series. You follow the guide book and the program. You do what it says so that everyone is doing exactly the same. That kind of puts a cramp on your style. My idea is that kids learn to read through a variety of sources. Through hearing things read to them, through writing, through different sources taken from a child's perspective. (Darlene interview: 2/3/88)

In Darlene's case the information and advice she received was limited and infrequent. Her principal would provide specific suggestions only on occasions and those suggestions tended to be technical in nature. Darlene's frustration was revealed when she said:

> "He usually doesn't say a whole heck of a lot. Even when I have gone to him to ask advice about handling certain children he really doesn't give me the direction I would like. I think he should you know! But even still, when I want to get the children into more specified programs there is still no direction given. I don't have a clue about what programs are available here for those kids. I seem to be getting more support from the other teachers rather than from the principal. The principal to me is taking more of a back-seat approach." (Darlene interview: 11/18/87)

For the most part, various data identified that the principals associated with the five teachers did not clearly detail school policies and procedures to the extent that the first year teachers wished. For this reason Sandra, Darlene, Marsha, Ross and Kirk learned on the job by solicited advice, or received unsolicited advice from other teachers on staff.

Listening to Sandra: For Sandra "learning on the job" about the implicit school policies associated with playground supervision was often frustrating. The example she provided illustrates communication limitations associated with the workings of her school. She said:

> "Sometimes, for instance, when I am on supervision I will let some things go by and someone [other teachers] will say something to me about the incident and I will say 'is that a school rule?' and the other teachers will say 'no but that is the way it has been done in the past.' I don't want to contradict them but I wonder sometimes about the rules. It puts you in a contradictory position which I don't want. I definitely want to be the one to back down. Who am I to tell the other teachers to take a hike." (Sandra interview: 10/26/87)

The Organizational support the five beginning teachers expected to receive from others associated with the school reflected their need to understand more specifically their role as teacher. They wanted information concerning their teaching responsibilities and information that would assist them in carrying out their duties. They desired

information from significant others in the form of feedback about what to teach and what to plan, and similarly, they desired feedback on how they were to manage the day-to-day routines associated with their job. Sandra, Darlene, Marsha, Ross and Kirk were generally aware of the formal evaluation procedures usually conducted with first year teachers. To them this latter type of Organizational Support was perceived as developmental in nature and similarly viewed by all five as information important to their career growth.

Emergent Sub-theme Interpretation: Acquiring Role Information

The five teachers brought to their new jobs their own personal definition of what their career entailed. Their experiences as pupils and then as students in a teacher education institution reinforced, in their minds, what their roles would and should be. Being new served to produce a feeling of uncertainty. In all cases the need for explicit role information about what was to be expected of them to reduce the anxiety associated with their new jobs, was important. The opportunity to gain information to clarify their new roles with respect to, for example, teaching duties, priorities, time allocations for classes, recesses and lunch period responsibilities was a key ingredient that would assist them in carrying out their jobs.

Case-study Sub-theme Interpretation

Listening to Kirk: Kirk's new role encompassed teaching students and coordinating intramural and sporting events. He brought to his job the impressions of teachers from his past schooling and his impressions of the university training he had received. In recalling his school days Kirk said:

> "The teacher I think that was most influential was my Grade 8 teacher. He was a young guy, maybe twenty-four. He was a good role model for me because he had played football for the "Cats," he was sports oriented and he started getting us

involved in dramatic plays to present in front of the public. From my perspective, he was one of those all around good teachers." (Kirk interview: 8/25/87)

Kirk's image of what a teacher should or should not be was similarly influenced by a high school algebra teacher. In commenting Kirk stated:

> "Another teacher, who is still teaching had as much influence on me as anyone. Maybe on the negative side because he was an excellent teacher, very smart, but most of his favorite students received high grades and if you scored below eighty percent he showed no interest in you at all. He discouraged people from asking questions and therefore they were left behind in the subject. That more than anything made me want to become a teacher. Right then I thought I could go up in front of the room and teach these kids a lot better than he could. Not in those subjects [laugh] but in a way so that others could grasp the ideas and concepts easier." (Kirk interview: 8/25/87)

Kirk's university experiences were mixed. He was convinced that his teaching practicums provided him with a wealth of knowledge and insight into the teaching profession. Like Sandra, Darlene, Marsha, and Ross, Kirk had had three different teaching experiences throughout his four year teacher education program. Many of the education classes associated with the program caused him, like the others, some concern. He offered:

> "I can see how the pre-internship is beneficial because it prepares you for internship. In that sense it was good; in another I think we did a great deal of insignificant garbage. I can remember having silly assignments which everyone thought were inappropriate. Also some of the professors were something else. One professor talked about the Falkland Islands for the whole semester and nothing about teaching. Oh! and another professor [laugh] ... remember we were supposed to be learning a variety of teaching approaches ... she would speak in a monotone voice, give notes, give handouts and lecture more in a monotone voice. Everybody tried to learn, but you came out more confused than when you went in. Like when I think about it the university wasn't the greatest positive teaching environment." (Kirk interview: 8/25/87)

Listening to Ross: Ross had reflected upon one of his Grade Nine teachers and the importance that teacher had on his new career. In his comments he identified a role he was willing to play in his new position.

> "I had a Nun as a teacher in Grade Nine. Now what would a Grade Nine jock get from a Nun? Well she paid attention to me. She gave a damn about what I said

and she used my ideas, my stuff and I felt needed. I expect to give like that too ..." (Ross interview: 9/8/87)

Listening to Darlene: Darlene had wanted to be a teacher since her childhood. In reflecting, she indicated that the teachers throughout her schooling had influenced her in small ways but for her, the practicum experiences linked to her teacher education and the people associated with those experiences helped mold her impression of what a teacher was or should be. In her initial student teaching experience Darlene was uncomfortable with the rigidity of the Grade One/Two classroom setting and the approaches taken by her cooperating teacher. Her second student teaching experience was shared with another second year teacher education student. Darlene found the teaching opportunity to be challenging as both she and her teaching partner had experimented with different teaching approaches without the fear of making mistakes. The student comradery seemed to impress Darlene and she carried that expectation of "family" support with her into her new career. In talking about that experience Darlene said

> "It was good. We were honest with each other. Instead of having someone saying you are doing a good job when you really weren't ... we would provide feedback and help each other out." (Darlene interview: 8/25/87).

With their initial roles tentatively defined prior to starting their job, each beginning teacher looked forward to receiving more formal information that would clarify in their minds the immediate job they were facing. Sandra, Darlene, Marsha and Ross commented on meetings organized by their boards before the school term started. According to them, the meetings were informal and designed to serve as a way of introducing the new teachers to board members, the other new teachers hired, and to provide the directors with the opportunity to speak in general terms about the goals of the school jurisdiction. From their accounts the one hour meetings were considered discussions organized to provide some initial direction and enthusiasm. Darlene and

Sandra had remembered the meetings as being sessions which told the new teachers something about their school systems, the names of people they could go to for assistance, professional teaching association information, and general board policies and procedures. While the details were not made explicitly clear, Darlene and Sandra indicated that the sessions also provided the administration an opportunity to outline certain objectives and expectations, and for the new staff members to interact socially with others.

The meeting which Darlene attended gave her the impression that only the best teachers were hired by her school jurisdiction, that the new teachers were lucky to have teaching positions considering the over supply of teachers in the province, and that excellence in teaching was expected. Darlene, in later recalling what was said by her director at the induction meeting, identified herself as the direct recipient of his words. To Darlene his words had a more sobering impact on her six months into her new career than they did at the time they were said. Darlene stated:

> "You know during that first meeting with everyone ... I remember the director standing and saying 'we expect excellent work ... and mark my words, one of you will lose their job because of poor classroom management' and now I think that one person is me." (Darlene interview: 4/20/88)

The beginning teachers were informally introduced to certain duties or tasks during initial meetings with their principals and staff during the week prior to the commencement of school. The first year teachers asked questions of others when a need arose or issues surfaced and in most instances answers to their queries were provided by either the principals or members of the teaching staff. From all accounts, however, there were no systematic organizational efforts to minimize problems confronting the new teachers in their school settings.

Listening to Marsha: Marsha's comments identified the nature of the problem. After ten days of teaching Marsha said:

> "I am feeling more organized. It may be because I am getting used to being here but you know you don't know what the kids are like the first day. It takes a while to adjust and I am still adjusting. I was just wondering at the beginning about what I was going to teach and what I was going to be doing. I was going day to day. We didn't have certain timetables for what was to be taught, when it was to be taught and the time you had to teach it. All that was not clear at the beginning. I didn't know what the principal expected from each teacher. Did he want a monthly plan or a weekly plan ... and how closely should we follow the curriculum guides ... and do we have curriculum guides? Maybe I was expecting too much. What I was expecting was that someone would give me a nice little piece of paper saying this is how ... we have these basic rules in the school and we use the curriculum guides to this extent and these things were taught last year so don't work on them this year ...Just general structures so that I would not be sticking out." (Marsha interview: 9/16/87)

In the late Spring during their job interviews, Kirk and Ross had been generally told what their teaching responsibilities were to be in the Fall. Like the other beginning teachers, both Ross and Kirk had been assigned a particular grade to teach and had been given some direction as to what textbooks and materials to use. Their roles, however, were expanded to include the coordination of their school's intramural and athletic programs. For Ross that meant planning activity programs for Grades Four through Eight. In Kirk's case, the additional role meant coordinating similar programs from Grades Four to Twelve. Both were confident about being given the opportunity to be involved in an extra-curricular activities; however, the lack of specific direction in the planning and implementation of program initiatives caused them concern.

Listening to Ross: Ross's guarded comment reflected Kirk's situation as well.

> "I knew I would be chiefly responsible for teaching Physical Education. I sort of knew that ... and maybe I didn't want to know that the intramural program would be mine, the weight room, and the gym would be mine. My room and my role all of a sudden became ten times bigger. So my role has changed and if it had been laid out before I would have done things differently. It goes day by day right now." (Ross interview: 9/8/87)

From their day to day experiences all five beginning teachers were involved in the process of re-defining their role. The meaning they attached to what they did came mainly from their images of the past and their personal interpretations at the time.

Listening to Kirk: Kirk believed that his role extended into the community. His mention of the "small town" nature of the community suggested that whatever he did would be clearly visible to and scrutinized by the people living within the district. Kirk found out early that his decision to live outside the school jurisdiction boundaries was in direct conflict with his school board. In commenting about his decision to move, Kirk said:

> "It seemed as though I could never settle down because I was always worried about moving. I found out from my principal that the board was not happy with the move I am making. You see at the interview I said that I would not mind living in Prairie View and so with this move they are questioning my credibility. I mean it is absolutely ridiculous. There is a three mile difference and besides, I am still going to help out the community. It is crazy. The only reason they were upset is that I moved out and the board lost $220.00 rent." (Kirk interview: 10/28/87)

The five beginning teachers' expectation of gaining Organizational Support rested mainly on their ability to anticipate and adapt. All found themselves reflecting upon and ascribing new roles to what they were doing.

They found that it was inappropriate to expect their principals or even other teachers to explain precisely what the role of a Grade Three teacher or a sports coordinator was. While they had expected more direction and guidance in carrying out school policies and procedures, all felt comfortable assessing what they were doing and re-defining their roles. Over time they determined that such perceptual shifting was characteristic of the job. The five beginning teachers discovered their roles expanding and their level of responsibility increasing.

Listening to Sandra: Sandra had been trained as a middle-years teacher and found herself teaching Grade Three. While she enjoyed and seemed confident in what she was doing, she found the role adjustment initially quite taxing. Sandra commented:

> "I think I had a misconception of the energy that is actually spent because I was with older kids before [student teaching] and you need a lot more energy [laugh] with these little guys ... also patience." (Sandra interview: 10/26/87)

Seeing her role expand to meet the needs of the children she taught, Sandra offered:

> "My role is bigger. Personally I think to be a good teacher you don't have to be such a good speaker so much as a good listener. I think that the children are just dying to tell somebody about all the wonderful things they have done and maybe they don't get to do that at home. ... This morning I had a girl crying ... someone had told everyone what her sharing time thing was, so it was not special anymore." (Sandra interview:11/23/87)

The multi-faceted nature of their jobs became apparent to the five beginning teachers early in the school year. For all the teachers their role demanded intuitive thinking and an ability to quickly react and adapt to various situations.

Listening to Ross: During his first week of teaching Ross had rescued a child from an auger hole located on the school grounds and applied first-aid to a Grade One's bruised forehead. In reflecting upon what he perceived his role to be, Ross stated:

> "The job is multi-faceted ... intensely multi-faceted. You play more than one role every day. You are a teacher, a friend and then all of a sudden you are on the playground and you are an authority figure. Then you find a girl crying over what her boyfriend said ... so then you become a father and a counsellor." (Ross interview: 2/4/88)

Listening to Darlene: Darlene also perceived her role as expanding in a similar way. In defining her role as teacher, Darlene commented:

> "My role is to provide the best learning environment and experiences I can for my children. Overall, however, it seems like I have to be a teacher, a friend ... I suppose a nurse to take care of the little headaches and cuts, and a parent in a disciplinary manner. Also my role is to nurture love at school." (Darlene interview: 2/3/88)

In early November the five beginning teachers sensed their roles of evaluator becoming more prominent. The first reporting period occurred in the middle of that month and all were concerned about the policies and procedures of reporting student grades. It became clear that little information had been provided to them concerning the ways of evaluating children or the format in which the assessments were to be reported. Similarly, limited information had been provided to the beginning teachers which

addressed the function and procedures of conducting the parent-teacher interviews. Of consequence to them was the thought of being, for the first time in their professional careers, personally responsible for evaluating the student they taught. All were struck by the predicament of having to judge children's progress and all were deeply concerned over the absence of specific evaluative information and their own ability to evaluate appropriately.

Listening to Darlene: Darlene had been briefly introduced to her school's reporting system early in September. She did indicate that little mention of reporting practices had been made after that time and that she found herself asking other teachers for advice on how they completed their report cards. In most cases each teacher had devised their own methods of determining grades. Her comments before and after the reporting period suggested the difficulty she had in doing something for the first time with minimal direction or guidance. In mid-October Darlene said:

> "It is pretty scary but I think it is part of the job. It is scary right now because I don't really know what the principal and the parents expect on the report card." (Darlene interview: 10/19/87)

After the reporting period she offered:

> "I filled them out at home and found it very difficult. I didn't think that it was going to be as difficult as it was. I found placing a "stamp" on a kid very hard. We [all teachers] had a mark sheet with no comments to give to the principal. I handed it in and nobody said whether I was marking right or anything like that."
>
> (Did you have a meeting to discuss parent interviews?)
>
> "Well just a talk with him [principal]. He gave us a handout to read on what you should or should not do ... other than that we were just to tell the parents how their children were progressing. There wasn't really a lot of direction as to what you should do or how you should go about doing it." (Darlene interview: 11/18/87)

Listening to Marsha: Marsha's comments also illustrate that her role as student evaluator was not clearly defined. In her situation she relied upon her university training and the informal advice her colleagues in the school gave her concerning

effective evaluation procedures. Like the other beginning teachers she had limited previousexperience talking to parents, and found the information on what and how to conduct interviews with parents inadequate. Marsha reflected:

> "There was just a little bulletin on helpful hints for interviews stuck in our mail boxes. And to me he [principal] said 'if you are kind of worried about interviews ... here is a little book that you could read at your leisure.' The interview schedule was all set up and I wasn't too happy with that." (Marsha interview: 12/8/87)

Listening to Kirk: Evaluating students for the first time created an interesting learning experience for Kirk. While he did not complain about insufficient direction or guidance concerning student evaluation, what occurred suggested his need for directed support. Reflecting upon his experience at evaluating students and preparing report cards, Kirk reflected:

> "Let me start from the beginning. The week before report cards I thought that I hadn't given enough exams to base my marks on. So that whole week I made up something like fourteen examinations and gave them to the kids all week which then I had to correct. It was hectic [laugh] all that week. I didn't get to sleep once before 4:30 a.m. and I stayed up all night two times. ... On top of that, I was ready to hand out my report cards, but I had to re-do my English marks. My principal was not too impressed because I didn't have my report cards out on time." (Kirk interview: 12/2/87)

His diary entry also illustrated his situation. He wrote:

"I am in a state of panic. I stayed up all last night trying to get the report cards finished and the exams corrected. I shouldn't have given so many exams last week. I never got my report cards out today and my principal gave me a talking to about spending more time in the classroom. I will easily have the report cards finished for Monday, but I feel so burnt out because of exams, report cards, volleyball, and intramurals that I could drop." (Kirk diary: 11/20/87)

As their teaching roles changed and as time passed Sandra, Darlene, Marsha, Ross and Kirk seemed to receive minimal Organizational support. They all found themselves more personally responsible and accountable for what they did sooner than they expected. While they enjoyed having this flexibility and independence, many questions were still left unanswered. Having opportunities to gain feedback from others around

them became consequential in assisting them evaluate their effectiveness.

Emergent Sub-theme Interpretation: Acquiring Feedback

The university teacher education program from which Sandra, Darlene, Marsha, Ross, and Kirk had graduated included various sequential practicum components that provided them with opportunities to apply different teaching methodologies in a variety of classroom settings. For each practicum experience, emphasis was placed upon observation, lesson planning, the execution of appropriate teaching strategies, and procedures for acquiring supervisory feedback. The major student teaching component of sixteen weeks, focussed directly upon their ability to set goals, meet targets, and gain as much knowledge from the interactions they had with their cooperating teachers and/or faculty supervisors. This experience reinforced the utility of a cooperative supervision cycle, and the importance of the feedback generated from both the pre-conference and post-conference discussions which occurred between themselves and their cooperating teachers.

Case-study Sub-theme Interpretation

Listening to Kirk: Because of their practicum experiences the five beginning teachers felt comfortable being observed and all welcomed the feedback, either in the form of written data or verbal comment, they received from others. Kirk's remarks concerning the observations made by his principal illustrated this point. Kirk said:

> "You get used to being observed because of the program at the university ... you were 'under the gun' all the time ... constantly being watched so really it is nothing new. I could see that if you had never gone through that type of thing it would be tough." (Kirk interview: 12/2/87)

It was a result of these experiences that Sandra, Darlene, Marsha, Ross, and Kirk expected to receive feedback from others in their new schools that would assist them in

improving their teaching and planning skills. To them such feedback was considered non-evaluative, developmental in nature, and normal practice. In their new teaching positions they, for the most part, looked initially to their principals for this Organizational support.

Listening to Sandra: Sandra, like the other four teachers, planned day by day and sometimes hour by hour. In her case, opportunities were initially made available for Sandra to discuss with her principal her day plans. From her perspective she welcomed this kind of feedback. She commented:

> "Every day I sit down with Bill [principal] and we talk. He likes all his teachers to go a day at a time because you never know what to expect. He seemed to be breaking me in ... because the director is coming Monday and he was saying that the director will be looking for this and that. Bill was just being a general help." (Sandra interview: 9/9/87)

Later, however, Sandra indicated that her talks with her principal tended to be every week rather than daily and most discussions centered on the management of children or long range planning. His feedback was constructive and she felt his advice assisted her in a professional way. For Sandra, feedback from her principal concerning her yearly plans typified the process and the kind of feedback all the beginning teachers received. Prior to Halloween, Sandra commented:

> "I handed in a draft of my year projections and just got it back from Bill a week ago. He wrote some comments down on the Language Arts part and I didn't know if I was to change something or that they were just suggestions for instance, ... how does this connect with that ... 'you know.' I was wondering whether it was acceptable or not. I guess he didn't want to get too specific but the language arts part was just overwhelming."
>
> (How did you know what to do?)
>
> He sat down with me and talked to me before and then I went and talked to some other teachers and every single one of them did it differently [laugh]." (Sandra interview: 11/23/87)

The feedback the five beginning teachers received was general in nature, and the

process did not parallel the kind of feedback process they had experienced throughout their pre-service training. In this sense, incorporating pre- and post-conference sessions with their principal that were designed to establish and monitor the implementation of teaching targets and/or tasks, frequently did not occur. Consequently, the teachers, for the most part, were left on their own to invite comments and suggestions from others.

Listening to Kirk: Kirk like the other beginning teachers would plan or organize certain initiatives and then seek approval from his principal to implement them. Kirk in assessing his situation stated:

> "When I take an idea to my principal I don't feel really confident ... I just take it to him to see what he will say. A lot of times you may think it is a good program but he will just say no I don't think so. He is fair and I like a principal who will tell you how you are doing.
>
> (Does he do that all the time?)
>
> Well he doesn't. But if I am doing a good job he will say 'excellent idea' kind of thing ... just informal. My principal is a hard guy to communicate with. You don't know if you can joke around with him or not. I sometimes find it hard to relate to him." (Kirk interview: 1/30/88)

Listening to Darlene: Darlene recognized that professional feedback would be important considering her first year teaching status; however, her perception of the kind of feedback she had been receiving was inconsistent with what she had expected. She commented:

> " I expect to develop professionally. In teaching strategies, in developing programs ... university can only prepare you so much. Really I think they should take into consideration the fact that you are a first year teacher and that you still do have a lot of developing to do. I expect that I am going to grow and improve and I expected all the work. My expectation was that they [principal and director] would be more understanding toward developing professionally, but I got a real 'bomb shell' when the director came." (Darlene interview: 9/21/87)

The data revealed that all five first year teachers acquired most of their feedback from other teachers on staff. The input they received from their administration was more in the form of evaluative assessments.

Emergent Sub-theme Interpretation: Acquiring Assessment

All five beginning teachers anticipated being formally assessed on their teaching performance throughout both their first and second years. They implicitly understood that by signing their contracts to teach, either their principals and/or their directors would be frequently visiting their classrooms as a means of evaluating their effectiveness as teachers. While the data identified that a limited amount of procedural information concerning the number and nature of evaluative assessments was provided, all five beginning teachers anticipated that such assessments would follow a format similar to that of the supervision cycle they had experienced during their pre-service training. Furthermore, they expected the assessments to help them professionally by focussing on how well they planned lessons, effectively utilized classroom management skills, carried out school policies appropriately, and cooperated in enhancing the school environment by becoming involved in various extra-curricular projects. To them, acquiring assessments from their superiors supplemented the limited amount of informal feedback they were receiving throughout each day or week.

The data that were collected over the six months revealed that the process of evaluating each teacher differed. Marsha, for example, was assessed twice by her principal while the other four beginning teachers were evaluated on various occasions by both their directors and principals. Primarily, no pre-conference sessions, designed to formalize the assessments, were employed. Most often, each beginning teacher would be informed in advance about an assessment observation. The teacher would then be observed either by their principal or director, and participate in a post-conference discussion following the observation. In this regard, supervisory comments were written on standardized teacher evaluation forms, discussed immediately following the lesson or re-written by either the principal or director and discussed with the beginning teacher the next working day.

Anxious moments seemed to accompany the observation assessments. While Sandra, Darlene, Marsha, Ross, and Kirk initially felt confident and comfortable with the process, the uncertainty of being a first year teacher and not knowing what was expected of them caused concern. It seemed that it was to their advantage to find out from other teachers what the administration considered to be traditionally acceptable performance criteria and then try and meet them.

Case-study Sub-theme Interpretation

Listening to Ross: Having previous knowledge of the school jurisdiction proved advantageous for Ross and Sandra. Both knew what their directors expected in the way of lesson planning and upon establishing dates for assessment, planned accordingly.

Ross felt confident in his ability to teach, however, in reflecting upon being evaluated by both his principal and the director, Ross indicated some apprehension. He said:

> "My principal came in today and evaluated me. I don't know what he wrote and I have to come in tomorrow and we will talk about it because we didn't have time today. I felt a lot better with my principal than I did with the director. The director sort of put me on edge. I know him and I was nervous and speeded things up." (Ross interview 10/21/87)

The assessment reports Ross received were positive and attributed to his feeling of accomplishment. Ross perceived himself as a good teacher, ready to deal with any situation that came his way. In reflecting Ross said:

> "I don't plan for the worse, I just deal with whatever when it comes. I don't choke! It is a full count bottom of the ninth ... I swing the bat ... I don't keep it on my shoulder ... it is better to be a hero." (Ross interview: 10/21/87)

Later Ross stated:

> "With time and experience over the past four months I can see I have changed a

great deal. It is because of the experiences here that I am more adept to deal with things. The more in-class experiences I have, the more beneficial it is." (Ross interview: 12/17/87)

Being recognized for anticipating and adapting to new and different situations reinforced his perception of his ability. His comment regarding the formal assessments reflected a concern. From his perspective, being a first year teacher and receiving an excellent evaluation was impossible. Referring to an assessment made by the vice-principal at his new school, Ross commented:

"I was observed by the vice-principal while teaching a Kindergarten class and it was an excellent lesson. ... There was no question about it, because I knew it was good. The pre-conference was minimal because of time, but after we talked for about a half hour. Out of a 'very good,' 'good,' 'fair,' 'poor' he gave me a 'good' because I knew he wouldn't give me a 'very good.'

(How would you know that?)

Well you can't get a 'very good.' If you are a first year teacher you won't get a 'very good' just because people think that you can't be that good right away. There are two people whom I won't mention, that just think that you can only move from 'good' to 'great ' after a lot of experience. But I am great right now. In a way it bothered me because it seemed like they were digging to find something wrong. For example, my last evaluation [from his previous principal] said that my greatest strength is that I am a natural teacher. So what do you do ... I don't know ... it kind of fits, teaching is natural for me." (Ross interview: 2/4/88)

Listening to Sandra: Sandra had indicated that her principal had provided her with some information about lesson planning and the expectations of her director. In reflecting upon what he had told her she said that her director had observed her once and Bill, her principal, four times. Commenting on the visit by her director, Sandra said:

"I couldn't believe I wasn't nervous. I am familiar with him [director] and I think that made it comfortable. He looked at my day book and I had a whole lesson made out because I knew they were real sticklers for having all the parts of the lesson. They gave me some information at the orientation session about that. I found it hard because at the University we used set, development and closure and he wants seven lesson components. He was really picky. He said I should have done closure before guided practice and independent practice. You know I didn't agree but I didn't tell him [laugh]. Right now I view him as an evaluator because I am still trying to establish myself. I will probably think of him as a support system after a few years." (Sandra interview: 11/23/87)

Understanding the process used for making assessments was a concern for all the beginning teachers early in the year. In this regard, explicit information concerning the number of assessment observations, who would be conducting the assessments, what process would be used and what weighting each assessment would have was not articulated.

Listening to Marsha: Marsha , like the other beginning teachers, felt comfortable being evaluated. She did expect a formal approach to evaluation but was initially unsure of the procedures used in the teacher evaluation process. She commented:

> "I am expecting a visit sometime, but I don't know when. I don't know how to set that up. I was going to ask him [principal] if I could structure it or if he was just going to walk in. ... I am sure he would give me notice. At least I hope he sets it up ... because you know when someone comes into your class when you are doing something it throws you off." (Marsha interview: 9/16/87)

Marsha anticipated that her principal would observe her three or four times and make reports to her director. She did indicate that a general policy information handout she received at the beginning of the year was useful; however, it did not explain exactly how her principal interpreted his role in the assessment. From her point of view she thought that he would visit four times, depending upon the amount of time he had, and that he would arrange each assessment in advance. Marsha, in reflecting on her first assessment, commented:

> "He came in and observed the other day and I was uncomfortable. I have never been so uncomfortable with anyone in my classroom before. I felt so tense. I did, however find what he did interesting. He sat at the back of the room, did a time study, listened, got up after the kids were writing their own stories. He stayed for the entire lesson. Before he left he said that it was a good lesson and that we would go over his notes the next day. There was no pre-conference, but the post-conference was good. Even though I am not happy with his social ways his professional approach is good. I think, however, that the university feedback was better than what he gave. It was good to know what he felt especially at that time, because I was thinking he thought I was a total "air-head."
>
> (You were thinking he was thinking this?)

> Yes. I really did not think he valued my opinion about anything. At the time I was feeling pretty low. After his assessment it was nice to know that he thought I was doing ok. I think professionally he is giving me the support I need. He said 'it is great to have you, a good lesson, you are doing extremely well for a first year teacher' ... so that keeps you going." (Marsha interview: 11/11/87)

Later remarks provided a different impression. For Marsha assessments should have been developmental in nature and require that preliminary discussions be held prior to formal assessment sessions. In reflecting upon the assessment process, Marsha stated:

> "He doesn't say anything until the next day. We do not have any pre-conferences as such. That really bothers me. I don't like it when someone just comes in to watch one lesson and then goes out and makes a big judgement on it. If I was viewing someone's lesson I would say now 'what is this part of the lesson going to do, or how is this going to make sense in your unit?' Yesterday he [principal] asked if he could come into my room today ... and I asked if he wanted us to sit down and discuss everything I was going to be doing ... and he said no that he would just come in and be one of the kids. I said I would feel more comfortable letting you know what we are doing. You see he doesn't know what I will be doing with the children for the rest of the time. He only knows what I am doing for one lesson." (Marsha interview: 1/21/88)

Listening to Darlene: Darlene, like the other beginning teachers, viewed formal assessments as part of the job. What she experienced, however, fell short of what she had expected. In accounting her experiences throughout the six month period it became evident that the evaluative process in her mind was threatening, lacked consistency, caused her great anxiety and was non-developmental. The comments she made over the data collection period clearly illustrated the impact formal assessments had made upon her career.

Darlene was excited about teaching. Her training had been in early childhood education and she felt confident in her ability to create an effective learning environment for her Grade Two class. She had been working at the school a week prior to school starting and seemed ready for the first day of school. Similar to the other four beginning teachers, she was anxious about starting and sincerely wished to do the best job she could. Darlene recognized that her first year of teaching would be difficult and openly

admitted that she had a great deal to learn. She was under the impression that the system would support her and help her to develop into an effective teacher throughout the first and even second years of teaching. As a first year teacher she was initially reluctant to ask for advice and accepted at face value the advice that was offered to her. Eight days after the commencement of school Darlene was notified that the director would becoming out the following day to conduct an initial observation assessment. Concerned and anxious, she sought advice from other teachers, and worked late into the evening preparing her lessons for the next day. From Darlene's perspective the evaluation which she received from her director was devastating. She felt that she had not met the expectations of her director, that what she had planned for her children was wrong, and that the director's opinion of her teaching capabilities was mostly negative. From that time on she became extremely anxious about future assessments. Throughout the six month period she questioned the purpose of the assessments, her personal integrity and teaching ability. While Darlene suggested that she was confused over the nature of the assessments, her ability to articulate her perception of the process of being assessed indicated that she was very cognizant of what was occurring to her. She considered the experience to be an emotional "roller coaster ride" with her career hanging in the balance.

Thematic Inter-case-study Summary

Gaining an organizational sense of their new working arrangement was important for all five beginning teachers. Having clearly articulated expectations, defined school policies and procedures, and an environment conducive to open discussion and debate were the organizational ingredients which, to them, would significantly contribute to a heightened awareness of what their roles were. Such knowledge and understanding, they generally believed, would contribute to a stronger and more productive school

climate.

The opportunity to develop such a level of awareness was initially hindered by the barrage of tasks and duties they had to complete or carry out once they started their new jobs. All five found that opportunities for them and others to clearly articulate roles, or philosophically discuss the merits of the teaching profession were limited.

Whether Sandra, Darlene, Marsha, Ross, or Kirk at first wished to be completely responsible for what they did in their schools and classrooms, the "professional" element of their jobs implicitly reinforced that they were independent, self-reliant, and accountable for everything they did. In a sense, while others offered assistance in organizational matters, all five beginning teachers intuitively understood that they had to take the personal initiative to find out for themselves what they thought they should know in order to survive.

Independently, they struggled to qualify their own roles and expectations. They interpreted the processes used for their personal evaluations and found themselves comparing and contrasting what teaching was or should be in relationship to their most recent student teaching experiences. Adjusting to the climate of their schools and to the significant others associated with their schools placed all five in compromising positions. With what Powers (1981) describes as a stabilized perception of teaching, these beginning teachers found themselves continually reflecting upon their personal abilities, the meaning they had of teaching, and their roles as professional teacher.

Emergent Thematic Interpretation: Personal-Professional Effort

The experience of attending grade school, coupled with the theoretical and practical knowledge gained from the teacher education training program, provided all five beginning teachers with a perspective from which to better understand the complex roles and tasks associated with the teaching profession. Sandra, Darlene, Marsha, Ross, and Kirk in reflecting upon both their experiences as school students and as teacher education students, realized at the onset that teaching was a demanding professional occupation which required them to perform numerous interrelated duties demanding large amounts of time and energy. All five also recognized that such a job required both emotional and physical stamina and in this regard, each realized that completing the tasks required working at teaching for more than the all-too-familiar 9:00 a.m. to 3:30 p.m. shift. The five beginning teachers developed a personal work ethic which channeled their efforts in ways that would assist them in performing the duties associated with their new professional careers. As Ross remarked

> "For anybody at the university who thinks being a teacher is the easy way out they sure are wrong. There is no question that there is a definite time factor ... if you want to be prepared then you better be prepared to put in a great deal of time and effort." (Ross interview:10/21/87)

The emergent theme Personal-professional effort represented what all five beginning teachers expected to give to the teaching profession. Implicit in the theme was their desire to direct their personal energies and professional abilities in ways that would ensure over-all teacher effectiveness. For them, spending time and energy in preparing support teaching materials, creating effective learning environments, meeting individual children's needs, developing extra-curricular programs to extend or supplement school programming, and assisting in the development and maintenance of positive school climates were important contributions which all five beginning teachers wished to make.

The teacher training experience which Sandra, Darlene, Marsha, Ross, and Kirk

received provided them with a sequential blend of practical teaching experiences and theoretical course work experiences, which were complemented by various opportunities to interact professionally with faculty and fellow students in both formal and informal settings. The training experience provided the five beginning teachers with opportunities to reflect upon their experiences in student teaching, to discuss the relevance of applying theory into practice, and to speculate upon the kinds of future teaching environments they may be introduced to or may wish to create in their first year of teaching.

The student teaching component of their university training provided Sandra, Darlene, Marsha, Ross and Kirk with first hand knowledge of schools and heightened their awareness concerning the professional duties and roles of teachers. Such experiences helped to confirm their reasons for choosing teaching as a career, and reinforced the notion that they were ready to teach.

Case-study Interpretation

The data revealed Marsha, Darlene, Kirk, and Sandra's perceptions of their new jobs to be useful in interpreting the meaning of Personal-professional effort. From their perspectives the dimensions of Personal-professional effort are identified.

Listening to Marsha: Expressing her thoughts about returning to the university following the student teaching experience and the need to learn more about the act of teaching itself, Marsha stated:

> "When I finished internship I was ready to go out and teach. I just didn't want to go back to university at all. I think a lot of other people shared the same view. I talked to many people and found that they wanted to teach right after student teaching and because they had to wait ... most of them a year ... they were not as confident as before. You see, when you student teach you feel really good about it and then when you are back at university for a while you start thinking that there is so much more you need to know." (Marsha Interview: 8/25/87)

The theoretical and practical teacher training experience, while providing more than

a simulation of what teaching was, did not and could not capture all of what first year teaching entailed. During student teaching, the successes and failures they experienced were considered part of the developmental learning process. In their new jobs the level of tolerance shown by others was limited. Failure to meet an implicit expectation associated with their jobs was perceived more as a shortcoming than as a professional growth experience.

Listening to Darlene: For Darlene extra hard work was necessary just to prove her worth, and failure to conform to established procedures was considered unacceptable by her super-ordinates. She remarked:

> "I could not believe that I actually got a job so close to the city. I felt lucky because I figured that a lot of people had to have applied for this job so I felt lucky that I was chosen. I still feel lucky and I feel like I have to work extra hard to keep it because there are a lot of people out there that they could choose from. ... In a way you have someone saying to you that you can not do this or you should do that. I am realizing that when they are not in here it doesn't really matter. If the principal or director isn't in here then I am free to do what I want and that makes me feel good. But when they are in the same room you had better make sure that you are doing what they want or you will hear about it." (Darlene interview: 10/19/87)

In comparing her university experiences with her present teaching responsibilities, Darlene reflected that:

> "I suppose during internship I felt more freedom to just do things and make mistakes ... I guess they [faculty] expected you would make mistakes. But now that you are a ... teacher ... now I feel like I can not make any mistakes. It seems they [principal, director] expect you not to make mistakes ... to be [snaps fingers] right there!" (Darlene interview: 2/3/88)

Listening to Kirk: Kirk, like the others, had student taught under the guidance of three different cooperating teachers during pre-service training. Each experience provided opportunities for experimentation, open assessment and reflection, and the chance for the teacher and the student teacher to discuss the successes and failures of each day. For Kirk his new teaching situation was quite different. The reality of being

the only one in charge was new and for him demanded courage. As reported, Kirk stated:

> "comparing this to student teaching ... there is a lot of work in student teaching but you can always fall back on the teachers. Here you can't fall back on anyone. You are the guy who has to get it done." (Kirk interview: 12/2/87)

In anticipating his new teaching position, Kirk's comments revealed the nature of his responsibilities.

> "Well, I expect to put in an extreme amount of time. Probably will be working every night for three to four hours. I expect it to be a lot of work because I have four different classes. ... I also expect to get a lot of things going. They said one of my main jobs is to get an intramural program going and do some coaching." (Kirk interview: 8/25/87)

Although the five beginning teachers devoted different amounts of time and energy to their new professions, each individual associated the need to maintain or increase the amount of Personal-professional effort with their first year teaching status. As first year teachers not only did they have to plan, organize, and present lesson material to meet the needs of their pupils, they also had to discover, in many instances, the policies and procedures followed by the staff. This took an inordinate amount of time and energy which was reflected in their daily routines. As Kirk and Sandra suggested, the work was enjoyable but energy draining. Kirk remarked early in his new career that he had never been so tired, while Sandra in explaining her daily experiences, clearly identified factors which taxed her physical and emotional stamina.

Listening to Sandra: In discussing what her days were like, Sandra commented:

> "Well, my days are very busy. I would say that usually I am on the run from 6:30 a.m. to 6:00 p.m. and then I stop and I do something like have supper ... go to the store (laugh) or whatever ... do my laundry and then I do homework. I have always been the kind of person that has always been busy or has tried to keep busy ... I would much rather be that way but I don't know how long my energy is going to last (laugh). I am not bad right now but by the end of the day I hit the pillow and I am out like a light. I would describe the teaching profession right

> now as (laugh) hectic, full, loaded ... like there is always somebody talking in my ear needing my attention ... there is never that moment of silence (laugh) that you need ... there is always something changing. (Sandra interview: 10/26/87)

Securing a teaching job was perceived by many new graduates as difficult. In such a competitive market place many first year teachers during job interviews were encouraged to indicate other teaching area interests and their willingness to participate in extra-curricular school programs. For Sandra, Darlene, Marsha, Ross, and Kirk indicating their willingness to teach a variety of subjects and participate in coaching or other extra-curricular duties was in keeping with their natures. Enthusiastically, the five beginning teachers agreed to act in various ways to help ensure their school's over-all effectiveness and to further illustrate their cooperative and professional character. To them, becoming a first year teacher meant agreeing to carry out numerous non-teaching school related duties that were designed to assist in the effective implementation of school policy. Implicit in their thinking was that such involvement would assist them in understanding better the ways and means of the school, and relieve other teachers who in previous years had carried out similar duties. For Sandra, Darlene, Marsha, Ross and Kirk, the extra work associated with carrying out those duties was onerous at times.

All five beginning teachers perceived themselves as having to give more Personal-professional effort than most other teachers on their staff in performing their duties. They felt that more time and energy would be required on their part in order for them to become acquainted with school policies, familiar with the school's physical plant and the exact nature and duties of their new responsibilities, and prepared for the frequent evaluations conducted by their principals and directors.

Listening to Kirk: Kirk, reflecting upon being a first year teacher captured the essence of what he and others perceived their role to be as compared to those of others. His remarks indicated that there was a clear distinction between being new at the job and being a seasoned professional.

Answering a series of questions Kirk stated:

"First year teachers will think about the pay cheque much, much more than those people who are established."

(What is a reason for that?)

"I think because you have so much work in your first year that you are just bogged down and you know it is a lot of work and once you have everything established then all you have to worry about is marking and making your lessons up ... like it is not as intense, you can relax a little bit more. In a couple of years if you are teaching in the same subjects you can actually sit back and enjoy it ... more than being under the gun like now."

(What would cause you to anticipate that?)

"Well just probably being a first year teacher and having to be in charge of so much and because you are under the gun to get things going because you want to impress people during your first year. You work really hard and you don't even have time for personal life. Another thing you see that frustrates me is other teachers who have been teaching for a few years doing hardly any school work at night."

(What do you mean by that?)

"Well they don't have to take anything home with them or prepare anything ... they just write it up in their day book and the materials are already there. They may do a lot of work at home, but I still see some inequities." (Kirk interview: 1/30/88)

Listening to Marsha: Of interest were the perceptions by the first year teachers that they considered themselves doing more work than most other teachers. While all five realized that they were new to the job and had to "learn the ropes," they felt that many others simply put in time. Marsha's subtle comment captured this perception. She stated:

"I get here really early in the morning ... nobody knows I am here. I know I am here before they come and after they leave. I didn't expect people to say 'Gee she is great!' but I will tell you one thing ... this teacher said that I was at the school when she gets out of bed and I sort of thought ...hmmm!.

Last week I thought I would never catch-up, but I realized that you could always be doing something ... I am not at a point right now where I am behind, but if I was it would make me feel terrible." (Marsha interview: 9/16/87)

The data indicated that Sandra, Darlene, Marsha, Ross and Kirk were prepared to spend a great deal of time and energy in order to meet their own personal expectations and the implicit expectations of the job of teaching children. To them, giving ideas and being innovative, caring and assisting children, implementing and promoting school initiatives, and generally giving of themselves emotionally and physically were important. Through data interpretation "giving ideas and being innovative," " giving to the children," "giving to the school organization," and "giving of one's self" were identified as sub-themes of Personal-professional effort.

Emergent Sub-theme Interpretation: Giving Ideas and Being Innovative

The teacher training experience had provided the five beginning teachers with various opportunities to explore different approaches to teaching children while using traditional and innovative curricular materials. During their training all were encouraged to develop materials that were content oriented and motivational in nature. For the most part Sandra, Darlene, Marsha, Ross, and Kirk were provided with many practical teaching/learning opportunities during their four year teacher education program in which to experiment with their newly developed materials. They were encouraged to address contemporary educational issues in a critical manner and challenge themselves to consider innovative ways of effecting positive change. Driven by provincial curricular initiatives, all five beginning teachers felt confident in the views they held concerning teaching, and furthermore, felt assured that the ideas and innovations they were to bring to their new teaching situations were worthwhile.

The expectation of giving new ideas and being innovative was representative of their perceptions of being a first year teacher. Being new and recent graduates from what they believed to be a progressive teacher education program motivated them to display, in subtle way, an eagerness to please others, demonstrate their worthiness, and

illustrate their unique personal and professional characteristics.

All five were initially cautious in sharing their ideas and innovative approaches with other teachers in their schools. Similarly, most felt intimidated by the ease with which more experienced teachers organized, planned, and presented their materials. From another perspective, the five beginning teachers felt obliged to follow existing school policies and procedures that were outlined to them prior to starting their new teaching jobs. They also believed that deviations from the norms were either not acceptable at their school or should be introduced at an appropriate later date.

Case-study Sub-theme Interpretation

Listening to Darlene: Various data reflected Darlene's intentions of giving new and innovative ideas to her teaching, and captured her perception of the environment in which she had to work. Prior to beginning of the school term, Darlene had decided to spend the first few weeks of school observing and monitoring what others on her staff were doing. She intended initially to be accommodating and follow the program guidelines offered through the provincial curricula, and similarly follow the implicit guidelines which characterized the past and present philosophy of the school. Throughout her teacher education, Darlene had been encouraged to plan extensively and consider new and motivational approaches to teaching. Following the first meeting with her director Darlene became more concerned about and preoccupied with identifying what the director and her principal expected her to do than with planning innovative activities which reflected her training. Earlier comments by Darlene indicated that new teachers were expected to introduce innovative ideas to some extent into the schools; however, she felt obliged to acquiesce to the suggestions provided by her administration. When responding to questions which focussed on innovation Darlene remarked:

> "The way I feel right now is that I have to go along with what they want ... at least until I have tenure and then I can start bringing in my own ideas. ... For example the "whole language" approach seems new to this system. Here they want everyone following the "Mr. Muggs" reading series. You follow the guidebook, and the program. You do what it says so that everyone is doing exactly the same. That kind of puts a cramp on your style. My idea is that kids learn to read through a variety of sources. Through hearing things read to them, through writing, and through different sources taken from a child's perspective. It would be more motivational and more interesting for the children. One of my expectations was to introduce the whole language approach, but they are saying follow one series so that all the teachers in the system are following the same program." (Darlene interview: 9/21/87)

Darlene also remarked that she wished to assist her children in becoming independent learners and to more effectively address the process of student evaluation. More precisely she said:

> "I want to eventually have an activity oriented child centred room where the children have to make decisions and where they become more responsible for their learning. Evaluation would become an on-going thing rather than the one-shot test approach which seems to be the way now." (Darlene interview: 9/21/87)

Darlene's concern for being innovative shifted to accommodate the expectations of her super-ordinates and the realities of better understanding the children she was teaching. Being innovative in trying to determine what her director and principal wanted initially became more important to her survival than meeting the needs of her students. Darlene was placed in a compromising position and struggled with the notion of having to subvert her own ideas on what and how to teach. Darlene reflected:

> "He is going to be coming into my class in November and looking for classroom management. What he expects for classroom management is that the children are to sit in their desks for the five hours they are here, and that they are to learn to put up their hand. ... I really had to sit down and think about whether he is being realistic, or if I am being unrealistic. Where do you draw the line ... I will be questioning myself probably until he comes out again. Because of this I don't really think I am introducing any innovation. I feel like I am still trying to find where I am and where I am going ... it is because of the system to a certain extent and the fact that I need to get an idea of what exactly grade two's do." (Darlene interview: 10/19/87).

Darlene introduced her grade two class to different motivational activities,

re-organized her room, and worked with other first year teachers in developing a Remembrance Day program. She believed that these initiatives were innovative and reflected her attempt at meeting the expectations of her principal, director and other staff members.

In trying to create an effective learning environment, Darlene's comments concerning the changes she was making to the grade two reading program were indicative of her personal and professional struggle. Darlene stated:

> "You can not follow the Grade Two reading program and at the very beginning of the year I said that, but I was told that I had to stick with it ... you can't do this. So finally the children were saying that what they were doing was too hard so I decided to take them off it and started doing vocabulary with them, easier stories so they could have some success at what they were doing ... and then I told my principal. I felt confident in what I was doing. I had conducted some testing and their work books were evidence enough that these children weren't ready for the reading series and were not going to experience any success if we didn't change something. And he (principal) said that we have to develop programs to suit the needs of the children ... and that was after he had said earlier to stick to the reading series. It was like we had wasted a whole month." (Darlene interview: 10/18/87)

Her decision to re-arrange her classroom reflected not only her desire to provide a more motivational environment but demonstrated her willingness to address classroom management concerns effectively. As Darlene explained:

> "I am better prepared and more organized too. Even the changes in my classroom have really made a difference. I have other teachers coming into my room and saying 'I feel good coming in here ... it feels warm and comfortable'. Also the director has not seen the room since I have changed it, but he came in when I had just moved the student desks into pairs and it was working very well. You see that was another thing that I had mentioned to him regarding the steps I was taking in dealing with classroom management ... it had been one thing I had tried and it had worked very well." (Darlene interview: 11/18/87)

As a beginning first year teacher the opportunity to provide leadership in different ways was difficult. Darlene's comments, which focussed upon certain initiatives, reflected her thoughts about becoming more independent. When asked about taking the initiative and becoming more independent, Darlene in frustration remarked:

"I don't want to bother anybody ... I am a teacher, I have my own ideas and I am going to have to learn sometimes from my own mistakes. Right now, however, I am not as confident to go ahead and do it. I think the other first year teachers are feeling the same way. In a way I expected to be able to do my own thing, then I found that I had to do it their way, and now I am trying to get back to where I was before. In the mean time my self-confidence had been blown-up, built-up and over-all changed.

I think maybe the reason I am getting along with the other new teachers is that this is a new school for them too and maybe they are feeling a lot of the same things I am feeling. The anxiety of not coming in and pushing things around ... like worrying about whether I should be doing this or doing that ... I am always saying I could be doing more." (Darlene interview: 11/18/87)

Later Darlene's comments encapsulate her perceptions of giving Personal-professional effort in relationship to giving ideas and being innovative. In considering what she would tell future teachers about the profession, Darlene remarked:

"It is a lot of hard work, you have to be dedicated, and there are a lot of "ups" and "downs" which you have to be prepared for. Another thing for them to keep in mind is that you are not going to be the only one who has gone through it ... it is not all roses and you might have your ideas but I found out that you just can't come in and push all these ideas because you will be influenced a lot to do it the way they want it to be done. For the first couple of years until you get tenure you might have to conform to the way they want things done before you can start moving in your own ways. Some students might question why they have done all this university training when in fact they won't be able to apply it anyway. For new teachers I think they have to learn to play their game and read a lot into things." (Darlene interview: 12/21/87).

Commenting on her role as a new teacher, Darlene stated:

"I suppose this is the wrong day to be asking me that question. It is not the pretty picture that I thought it was going to be. There is a lot more. Like I expected stress and I expected problems, and I expected a lot of those things, but I did not expect the intensity. I did not expect the type of climate ... not at all. You see just when you think you have figured it out, and I suppose that is all part of life too, but just when you think you have got it there is always something that blows it. You then have to start all over again ... at least this is what has happened in my situation. Teaching is just not teaching kids, there is a lot more to it. ... until you are right there in the situation you can't understand it or comprehend what it is going to be like." (Darlene interview: 2/3/88)

Listening to Ross: Giving Personal-professional effort in the form of ideas and being innovative was important to all the five beginning teachers. All spent time

after school or on weekends thinking about school work. Ross usually spent many hours at his school and from early in the morning to late in the afternoon Ross organized and planned lessons, coordinated extra-curricular activities, and assisted others when necessary. Although he initially was concerned about what he should or should not be doing he believed that certain innovative ideas could be introduced by virtue of the role he had been assigned and by the very fact that he was new. He commented later that he stuck close to the basics, prior to introducing changes to the way he organized his classroom or structured intramural programs, however, he did suggest that being new and because of the unique circumstances he felt that he could be innovative. Ross in reflecting upon being a first year teacher remarked:

> "I guess you have the knowledge to come up with new and innovative things to help move the old stuff out. I think you start with traditional things ... but it changes, it is different. I am allowed to buy things, get people involved in doing things my way ... it is all left up to me." (Ross interview: 2/4/88)

Listening to Marsha: Marsha too seemed to have a cadre of exciting and innovative ideas which she planned to introduce throughout the year. Full of energy the thought that her principal might welcome some of her ideas was most gratifying. Marsha launched into teaching by providing her students with various motivational activities. She became involved with inter-school program development planning and, because of her personality, acted as a catalyst to bolster school spirit and "energize" the school climate. She, like Darlene, was concerned about how subjects were traditionally taught and spent personal-professional effort effectively designing course materials. From her perspective her recent teacher education experience did not seem compatible with what the system demanded. Marsha remarked:

> "Another thing that I am battling right now is first that I am not subject oriented - it was like that at university and then all of a sudden I get into my first year of teaching and I am more subject oriented at this point than holistic and I am feeling terrible. That is why I feel a little frustrated right now. I feel that to an extent you have to obey all the rules of the system where we have a curriculum, and this is

> what we are to teach, and there is general structure throughout the school on how to teach things ... you feel like you should follow it even if you don't agree. The basic structure that is carried out in my school is notes, take notes, take notes and I can't stand it. I am feeling like I should be doing that but the kids hate it and I hate it and in some subjects I have been actually doing it and I feel terrible." (Marsha interview: 10/14/87)

Marsha also indicated that her children had problems adjusting to her innovative ideas. Darlene and Marsha found that traditional approaches embedded into the system made it difficult to assist children in becoming independent learners. From her perspective, Marsha stated:

> "You have to ask 'what have the kids been used too?' They are used to sitting at their desks and taking notes all the time so when you give them that free learning experience where they do more things on their own ... they have to think for themselves and they go loony because they are not sitting at their desks taking notes ... it is really something else. Teachers here also drill it into you how important discipline is. I have had so many people say to make sure you are mean to the kids the first month of school ... they need that they say regardless of how doing that makes you feel. I go home at nights and just wonder ... be a witch for the first two months of school, that is what everyone says. It is incredible. You know I think I might have felt a little autonomy when I first walked into the school with all my ideas, but then as the month went on the feeling slowly disappeared as I bent to the traditional ways of the school system. The funny thing is I can see how teachers can give way to this kind of thing. You tell them 'this is how you read and write and memorize this so they know what society basically expects of them, but what about helping them understand decision-making, being responsible ... . You know it is funny. At the induction meeting for first year teachers you were given a pin and introduced ... everyone clapped ... and then someone read aloud the goals of education. It made me think how different our school was compared to what was expected." (Marsha interview 10/14/87)

Kirk and Sandra expressed their perceptions of giving Personal- professional effort in the form of ideas and innovations in similar ways. They graduated feeling confident in their abilities to teach children in an innovative and motivational learning environment. At first they felt somewhat reluctant and inadequate when the realities of their first teaching job became apparent. Later they felt disappointed in realizing the extent to which the tradition-bound processes associated with their schools influenced their ways of thinking.

Listening to Sandra: As Sandra's comments suggested, being a first year

teacher and initiating new ideas, was somewhat precarious. She stated:

> "I think to a degree I am bringing in new ideas ... but right now I think I am being a bit cautious ... sort of tippy-toeing around using the materials straight from the books and then maybe adding my own twist to them." (Sandra interview: 10/26/87)

Emergent Sub-theme Interpretation: Giving to the Children

Giving Personal-professional effort in any form was a means through which all five beginning teachers expressed professional feelings. Their intentions were noble and through their work they wished to illustrate to others their commitment to the teaching profession, their sincere desire to do well, and meet the needs of the children they taught. All five not only expressed an affinity toward children prior to selecting teaching as a career, but all five were able to channel their energies in ways which helped them organize and plan rich learning experiences for their children. All felt it a mission to give direction, guidance, and love to the children they taught.

Case-study Sub-theme Interpretation

Listening to Marsha: Like the other five beginning teachers, Marsha had indicated her warm feelings toward children and how she enjoyed their company. Her formative experiences with children through military cadets and her teacher training, affirmed her interest in children and indeed confirmed in her mind that a great deal of satisfaction would be gained through the teaching of young children. Her student teaching experiences provided her with the opportunities to work with Kindergarten to Grade 8 students in a variety of school settings. For Marsha, statements like "I love little kids" when she spoke of her involvement with primary age children, or "you could be yourself ... you could tell a joke and they would understand" when she commented upon her teaching experience with middle-years students, were indicative of her feelings

toward the children she taught. She, in her way, commanded respect from her children by showing them respect and concern for their well being.

A month into her new teaching role her initial perceptions of the children she taught changed. Her comments revealed first a concern over not knowing more about her children prior to teaching, and second, a concern about the nature of certain problems some of her students had. Marsha's comments were accented with the tone of surprise:

> "I have been in this class a while and the kids are not what I expected. When I first started ... from the interview it sounded like it would be an older area where more older people lived and a small school with not too many kids in it ... I naturally was thinking that they would be all from good families. But that is not so. They have been some real serious problems ... things that happened in the summer that I didn't hear about until now. It is not that I wanted to walk into the room after looking into all their files, I was just disappointed that I had to pretty well dig it out for myself." (Marsha interview: 10/14/87)

Later Marsha made a further comment related to the children which illustrated her perceptual development. Concerned about how her principal and staff viewed the children Marsha stated:

> "Sometimes I really don't agree with the way they treat the kids (principal and staff) like kids come to school and they haven't eaten or they have been beaten at home and they come to school and they are not all there ... and I haven't accepted that yet. You think that everything is rosy and you are going to teach this and it is going to be beautiful and the kids are going to learn, they are going to be so excited and then you get these kids that can't think because they don't have the energy ... so that is depressing . (12/8/87)

Marsha's concern for the children she taught was also reflected in her struggle to plan her lessons in advance. Marsha stated:

> "I think I am hitting a realization stage you might call it. I think that my expectations are too high for myself to always be ahead ... to have more peace of mind I will have to lower my expectations. I am at the point of working day by day and I wish I was not. I have been a person for "winging" things and when I do whatever it turns out better than most things, but I am at a point in school where if I "wing" it, I feel like I am short-changing the kids. At university I used to "wing" things a lot ... life is life and don't take it too seriously. But now all of a sudden if I "wing" something I feel I am cheating the kids. (Marsha interview: 10/14/87)

One of Marsha's main concerns for giving Personal-professional effort was to assist and lead the children to become more independent and self-reliant. Circumstances seemed to negate such an opportunity. Marsha's remarks reflected the conflict she was having with respect to the kind of disciplined environment her principal wished to create and her personal philosophy. She stated:

> "Before I went in with the idea that I am here to help kids learn and think for themselves and to love ... and now I am making sure that the kids line-up straight, and that they are quiet. I hate it! And if I don't do it the principal is right behind my door and so I spend more damn time worrying about whether these kids are doing this or doing that and I actually get grumpy. At night I sit down and think oh my God! what this guy wants is really rubbing off on me. I have been just terrible to the kids. I probably make it sound like he does this all the time; he doesn't, but, I was thinking that in a way I was disappointing the kids because they can't say boo! and I don't believe in that and it makes me grumpy and the kids hate it and I hate myself for it." (Marsha interview:12/8/87)

Marsha directed her efforts in ways that provided her with opportunities to share her enthusiasm and genuine concern for the welfare of the children. In reflecting upon what she personally thought she was getting from the job of teaching, Marsha comments again emphasized her personal and professional commitment to the children, but correspondingly hinted at being disillusioned. Marsha said:

> "I would have to think back to what I thought I was getting out of this. I am happy, but at university I had this idea of what I would like to see in a school, but I don't really think that is what I expected when I came to this school. Actually, no! ... what I expected was not fulfilled ... but there are days when I know I am helping these kids and I am still doing my best to have them think and care." (Marsha interview: 1/21/88)

Darlene, Sandra, Ross and Kirk were of similar minds when it came to their commitment to and love of children. Each found that their unique situations influenced how they gave of their Personal-professional effort.

Listening to Sandra: Sandra found very early in her new career that teaching Grade Three was a challenge. She discovered that the large amount of time and energy she spent was due in part to her children's short attention spans and their sorted needs.

From her perspective, taking time to adjust to the new situation was a very important requirement. As Sandra said:

> "I just have more to do and I have realized that there are more things that need to be prepared for the students that need more help and set the room up with learning centres. It is busy work ... I think last year I expected to be in a different position. I used to think that you planned your week or month even, and things would come together but no! (laugh) I can't see myself doing that for a long time." (Sandra interview: 10/26/87)

Sandra's later comments also illustrated her commitment to giving to the children she taught. She stated:

> "I like being at the school with the kids ... having them come in the morning and having them tell me stories. I have always been concerned about the children, but I find I have more time now to think of these concerns. Before I would say 'Oh gee Tommy has a terrible home life' and that would be it because I would have to stop there because I would have to run and do all this other stuff. Now it is like I am really thinking about this kid and I am helping to keep him on track." (Sandra interview: 2/3/88)

Listening to Darlene: Darlene's response to how she would describe teaching captured the essence of how all five beginning teachers viewed their role with children. To her the job meant a lot of hard work and dedication to ensure the best possible learning environment for the children. Furthermore, Darlene's impression after five "rough" months of teaching still remained the same. Darlene reflected:

> "My role is to provide the best learning environment and experiences for each child. I have had to be a teacher, friend, I suppose a nurse for the little head-aches and cuts, a parent in a disciplinary manner, and also in a loving way where that care is lacking in the home. I have to nurture love at school. I worry whether I am doing the right job and doing it the way they (director, principal) want it to be done ... I sometimes get more worried about what they want than what I am doing with the kids. What I am doing right now with the kids is, I know, meeting their needs" (Darlene interview: 2/3/88)

Listening to Kirk: Kirk directed his personal-professional efforts particularly toward coordinating extra curricular activities. He never seemed to lose sight of his larger more complex teacher role. Kirk in explaining his perception of his role stated:

"As far as helping students for example in the sporting area I am very involved. I am coaching the girls senior volleyball team, organizing boys touch football, and looking after the cross-country team. My overall goal is however, to help the kids learn to the best of their ability and do the best they can. If I can help them out with anything, I will stay with them. But what is funny is that some of these kids are not that much younger than myself. I want to help but here is a guy who is twenty-two years old coming in for example and working with Grade Twelve girls who are eighteen years old. It is a little unnerving to say the least. I did expect that and I had to prepare myself mentally for it." (Kirk interview: 9/17/87)

Listening to Ross: Ross, too, was sensitive to the needs of the children and attributed the success he was having with his students to the way he was taught by his former teachers. From his perspective, meeting the needs of his children revolved around the level of respect generated. As Ross reflected:

"I guess rapport with your students is essential. If you don't have it you are out of control ... you are not going to get anything accomplished. It is respect. When playing with the other older boys I may drop the sticks and go after one kid and give him a head lock and then go back to playing the game. You can only teach so much ... the kids desire to do it comes from inside and that is part of my job too. You know ... like I don't think that this is a job at all. If I didn't get paid I would still come here and play with the kids. It is a way of life ... you are trying to help and develop these kids to the utmost of their abilities and I am very scared I am not doing that." (Ross interview: 12/17/87).

Emergent Sub-theme Interpretation: Giving to the School Organization

All five beginning teachers viewed their role as more than teaching. To them involving themselves in activities which were either designed to provide the children of the school with an enriched program, or to foster school policy initiatives was important. Prior to securing their teaching jobs Sandra, Darlene, Marsha, Ross, and Kirk had indicated their willingness to participate in extra-curricular activities first to illustrate their eagerness for the job and second, to illustrate their commitment to a broader concept of school. At that time, all believed that being willing to participate in other school activities was an important prerequisite for first year teachers being hired. Beyond this was their commitment to education and their desire to create effective learning environments which were designed to meet the needs of the school children. In this

sense all five teachers were professionally committed and they all felt it best to assist in any programs which were extensions of the basic school programs.

All five had a desire to work for the school in ways which contributed to the overall climate and image of their school. It seemed evident that the five beginning teachers wished to create a friendly atmosphere, generate school spirit, and effectively implement initial school policies as identified either by their principals or other staff. In many instances their initial willingness to please superseded what they philosophically believed in. As time wore on, all five beginning teachers struggled with what they believed were conflicts in the way certain activities were carried out, or policies were initiated and implemented.

Case-study Sub-theme Interpretation

Listening to Ross: Ross found himself immersed in a new teaching situation which demanded he have an understanding of the schools goals, an ability to organize and plan extra-curricular school events, and a working knowledge of curricular development. He approached the task of teaching with confidence, was challenged by the thought of developing new programs in a recently renovated facility, and seemed open-minded to existing school policies. Ross did not want to create problems and believed that following the guidance provided by his principal and teacher colleagues would be the most appropriate way of beginning his career.

Ross believed in the philosophy embedded in the goals of both schools and viewed himself as adjusting ver well to each situation. He did not expect many problems and considered himself lucky to be teaching in progressive schools. Ross was initially hired to teach Grade Seven, instruct Physical Education classes for Grade One, and the other Middle Years grades, organize intramural programs for the children of the school, and coach different school sports teams. To him the job fit his training; however, he initially

found the tasks at hand somewhat overwhelming. In discussing his new role Ross stated:

> "I knew I would be chiefly responsible for teaching Physical Education. I sort of knew that ... and maybe I didn't want to know that the intramural program would be mine, the weight room, and gym would be mine. My room all of a sudden became ten times bigger. ... It is a big room now with two hundred kids. Getting to know them all will be tough ... a little bumpy." (Ross interview: 9/8/87)

Ross accepted his multi-faceted role based upon his past knowledge of the roles played by his high school and cooperating teachers. Ross accepted, many of the responsibilities directed his way and unfamiliar policies were not, according to him, initially challenged. In commenting upon the student evaluation policies at his school Ross stated:

> "Well we have been sort of spoon fed this new evaluation system ... and because I have never evaluated anybody before, this new way is just as natural as doing the conventional way. Anybody who starts out has the privilege I think to do what ever they want, but as soon as they come in here there are a bunch of things I think they have to abide by" (Ross interview 10/21/87)

In reflecting upon the climate of his school, Ross emphasized again the importance of promoting the schools initiatives, creating new opportunities for students and directing Personal-professional effort toward the maintenance, and strengthening of the school's philosophy. In this latter case Ross indicated that the philosophy of his school was not openly discussed among staff but was implied by what teachers and the principal did.

Listening to Marsha: In Marsha's case, the opportunity to promote a family type atmosphere in her school by effectively contributing to the various functions of her school, was important. Concerned about contributing to the school climate, Marsha's comments regarding her involvement reflected the problems associated with first year teachers roles and the amount of Personal-professional effort directed toward the school. Asked about her involvement in extra-curricular activities Marsha replied:

> "When the kids are outside, I am outside. It is hard sometimes because I would like to have my coffee and sit and talk to others in the staff room. You see they asked me in June whether I would be willing to help out in the sports programs and I said oh that would be fun ... I agreed because I was a first year teacher (laugh) and nobody else would do it. The problem I am finding is that I don't see the other teachers anymore because I am with the kids all day long. I figure I am losing out on the teacher interaction stuff." (Marsha interview: 11/11/87)

Marsha's comments also indicated her understanding of the role she played in maintaining the general integrity of the school. The comments also illustrated the time and energy required to carry out this role. Marsha stated:

> "It is enjoyable to think that I am working with these kids and that we are doing things for each other. We seem to be communicating well and we are growing together. But some days it is not so great. It seems to fluctuate. You know it is so hectic sometimes ... you have your school work to keep up with and the sports schedule, and then ... being outside with the kids and then there are Remembrance Day presentations and the Christmas play, report cards and wow! ... all this to just keep the ship going." (Marsha interview: 11/11/87)

Listening to Darlene: In a similar way Darlene worked hard at promoting a positive classroom climate. She spent time thematically decorating her room with children's work, participating on committees, and volunteering to work with others in planning school functions. She, too, found the extra work time consuming. In her effort to accomplish the variety of tasks facing her Darlene commented:

> "Oh I am still trying to get to school by 7:30 a.m. and lately I have not been going to the staff room for recess or whatever ... I have been so busy that I have not bothered. With Halloween, Christmas and this marking and everything else I have not found the time like I was able to earlier." (Darlene interview: 10/18/87)

For first year teachers, the giving of Personal-professional effort in a form which assisted the staff in enhancing the various responsibilities associated with the school, was done rather cautiously. Not knowing how much to contribute, and in some instances what to contribute, caused the five beginning teachers some concern. In commenting upon the Remembrance Day program that Darlene and another new teacher to the school had planned, Darlene indicated the problems associated with being a first

year teacher and having certain ideas designed to enhance particular school initiatives accepted by senior staff members.

> "Because we were both new to the school we came up with an idea that was totally different and it kind of threw the other teachers' noses out of joint. But there was something that we didn't expect to happen ... the other senior teachers who were really upset with the idea never came to us. It was only when one teacher happened to make a "snappy" comment like 'how exactly do you expect us to do it' did we know that others were upset. It seems to me that there is a split developing. At the beginning of the year I thought everybody was clicking really well and I really didn't expect this separation to develop. It is not like there are a lot of bad feelings developing, but it is subtle.
>
> I don't know, maybe it is because of these new ideas coming in and the people who have been there are thinking that these rookies are trying to change everything we have been doing for the last six, seven, or eight years." (Darlene interview: 11/18/87)

Emergent Sub-theme Interpretation: Giving of One's Self

The five teachers had graduated from a rich practicum program and were accustomed to working long hours in preparing lessons, completing assignments and designing unique approaches and materials to be used in teaching. In essence, through their teacher training they had developed a sense that the teaching profession would be demanding, somewhat stressful, and overall personally and professionally rewarding. Once employed, however, the responsibilities associated with the job significantly influenced this perception of teaching. All five beginning teachers struggled with the thought of being professionally responsible. For them the realization that they now were responsible for the students' developmental progress, their physical and emotional safety, and each child's evaluation altered the way they perceived their role. Realizing the scope of their responsibilities, all five teachers found themselves placing the children they taught first and adapting their personal lives around their efforts to create an effective learning environment demanded by the profession.

Being a full-time employed teacher and not an unemployed student forced them to change their living styles. For all five beginning teachers, their social lives and the

personal routines they had established over time changed. They found themselves for instance channeling most if not all of their efforts toward school oriented tasks. They tended to continually discuss school experiences and in most cases found little time during each week for themselves or loved ones. The profession of teaching engulfed their lives and in a conscious way all had to make an effort to forget their job responsibilities on weekends. Of consequence was the stress placed upon each teacher's personal relationships, the worry and guilt associated with doing or not doing the right thing for the children and the school, and the time and energy they expended in effectively carrying out their new roles.

Case-study Sub-theme Interpretation:

Listening to Kirk: Kirk found the change from student to teacher somewhat challenging. He first had to cope with locating a suitable residence and initially found himself driving approximately one hundred-and-thirty kilometres each day to and from school. It took Kirk over a month to finally locate an appropriate residence. The situation caused Kirk many anxious moments. Reflecting upon what had happened to him in his search for a residence Kirk, in frustration, commented:

> "Well moving ... I was supposed to move into a house in Prairie View but the night before the start of school, the people who owned the place telephoned me and said the house was no longer for rent. I was left out in the cold so I had to find another house. I moved half of my belongings into a house owned by the school board. It was a place that I wasn't too crazy about. At the same time I had heard of a new house on a farm and the owners said sure I could move in. They cleaned it up and the night before I was going to move in they called and said that they had decided to sell the house. This was the second time I was left outside. So I ended up moving everything into the town of Prairie Flats. The place didn't have any hot water and I kept on asking them to fix it but they never did. Two weeks ago I finally moved into a place with Gerry.
>
> It certainly hasn't been the greatest ... I was always worried about moving here or moving there, but now I can start to settle down a bit." (Kirk interview: 10/28/87)

Kirk's explanation of a day at school and his impression of teaching, clearly

illustrated what he was putting into his job. Kirk commented:

> "It is pretty hectic ... My volleyball team didn't get home until 11:00 p.m. from the tournament and I didn't get to bed until after 1:00 a.m.. I got home, watched the sports wrap-up on T.V. for a few minutes and then did some planning. This morning I was up a 6:30 a.m. and I did my day book. I would have been at school earlier but I had taken a steak out of the freezer and I had to cook it, plus I had to get gas for my car. You see I am a heavy eater and I am trying to eat good nutritious foods, but this morning I didn't have time to eat breakfast and I had little time to eat at noon because I am getting intramurals rolling so I am hurting. I think lack of sleep is the main thing ... teaching isn't hard, it is enjoyable but it takes a lot of time. It seems like you don't have enough time to do anything. I could use another twenty-four hours in each day. So far my days have been made up of teaching until 3:30 p.m., coaching from 5:30 p.m. until 9:00 p.m. every night and preparing for the next day here at the school until 11:00 p.m. or 12:00 a.m.. Now with the move I will probably take more things home ... basically I have been living here (laugh).
> The last week I have been tense. I have had to meet certain deadlines ... the tension of just running all the time ... I am very tired right now and very stressed out. Teaching is fast paced and right now exhausting. I think that will change once I get some rest. I still think that the job is fun and enjoyable ... just working with the kids is enjoyable ... but it is a lot of work" (Kirk interview: 10/28/87)

Sandra, Darlene, Marsha, and Ross also found their jobs challenging. Like Kirk, Darlene and Marsha had to find suitable living accommodations and found adjusting to their new surroundings somewhat stressful.

Listening to Marsha: Marsha seemed initially concerned with being away from her family and boy-friend. Similarly, she seemed anxious about the new community she would be living in. These factors, and not being far enough in her lesson planning, caused Marsha a certain amount of anxiety. She said:

> "I am never three days ahead ... I am usually far enough ahead so when I walk into the classroom I know exactly what I am doing ... but there are more things I want to do and I am not as up-to-par as I wish I was. It is a mixture of things all of a sudden you get back [from Thanksgiving long weekend] and you realize that this is mid-October and report cards are coming up and to tell you the truth going home is hard on me ... so hard ... my personal life has an effect on how I do things too. I almost feel out of place here sometimes ... it is hard ... I think your personal life has to be in "sync" with your professional life. Sometimes I wonder why I am here ... it sometimes doesn't make sense. (Marsha interview: 10/14/87)

Listening to Darlene: Throughout the initial six-months of her teaching career

Darlene took pride in the effort she put into her work. Her comments at times reflected a subtle tone of anxiety and frustration. In describing what her days were like Darlene stated:

> I get up at 6:30 a.m. ... I don't eat breakfast ... I try, but I am usually too nervous about the day. You see as soon as I get up I start thinking school. I walk to school and usually get there before 7:30 a.m.. I am the first one there and I don't usually take a break at recess or at lunch ... I stay in my room and work. The majority of time is spent in my room ... I know I could be down in the staff room more and sometimes that is on my mind. I usually eat when I get home at night." "Things now are starting to go easier. The first few weeks I would stay until 8:00 p.m. or 8:30 p.m. ... I would not go home, I would just stay here. Now I am trying to take a break."
>
> (What do you do to relax?)
>
> "I don't ... it is constantly school. I am going to try and make a change though because if this keeps up I am going to get sick." (Darlene interview: 9/21/87)

Later Darlene said:

> "I am still trying to get to school by 7:30 a.m. and lately I haven't been going to the staff room for recess or whatever, like I was starting to do. It is because I have been so busy with Halloween, Christmas and this marking and everything else. I stay after school until at least 6:00 p.m. or even 7:00 p.m. and then I still take work home. I hit the sack around 10:30 p.m. It is a long day.
>
> The first thing I think about when I wake up in the morning is what do I have to do to get ready before the day even starts. I do reading poems with the kids so I might wake up and wonder whether I should look for another poem or not. Sometimes I go to bed and think I could be doing this or I could be doing that ... sometimes I have sleepless nights where I think school and look at the clock." (Darlene interview: 11/18/87)

The five beginning teachers turned to their loved ones to vent their frustrations and/or to discuss future school plans. In all cases the strain between their professional responsibilities and their personal relationships became evident.

Darlene frequently discussed her situation with her boyfriend by long-distance telephone. She appreciated his close personal support and sometimes felt guilty that she was not providing him with that same kind of support. Upon his return from a four month work studies project Darlene found it difficult to fit her career in with her

personal life. In trying to adjust Darlene reflected:

> "I am always at school and my boy friend has to drag me away in order for us to go some where. For instance last night we went to a show and half way through I became ... I couldn't sit and concentrate on the movie because I had a million things going through my mind. I was feeling guilty that I was sitting there because I should have been doing something. It was a lot easier when he was away. I mean I didn't talk to him until 10:00 p.m.. Now he is right here and I am feeling guilty because I am spending more time socializing than I did and I am feeling guilty because of it." (Darlene interview: 2/3/88)

Listening to Sandra: Sandra garnered support from her fiancee and suggested a number of times that he was patient and willing to listen. In Sandra's case however, working and planning for her Christmas wedding placed some strain on the relationship. Sandra tried to put her job in perspective and commented that she thought of the good things that happened during the day rather than the bad. Further to this, Sandra's view of her job in early February captured the essence of what all five teachers were giving to the profession. Sandra stated:

> "I think I am giving more than I thought I would be. I think every day I am emotionally drained because I have given so much. I mean with these youngsters I have given so much socially and emotionally ... more than I expected. That is one thing that I will remember ... being emotionally drained by the end of the day ... not like my feet being sore ... I really think I am giving more of myself." (Sandra interview: 2/3/88)

Thematic Inter-case-study Summary

Doing your best, or dealing with the fears and anxiety of not knowing what exactly was expected of you, influenced the ways Sandra, Darlene, Marsha, Ross and Kirk perceived their new teaching positions. These factors acted as catalysts which spurred them on, kept them going, and at times drained them of their physical and emotional energy.

Their previous student teaching experiences had taught them that the teaching profession was not only a rewarding one, but also a profession which was demanding, required personal integrity, intuition, and a high degree of self-responsibility. All five

beginning teachers had successfully learned to keep pace with the rigors associated with their university education. Over the four year training period they had worked long hours, scrambled for and organized materials, and adjusted to abrupt changes in daily routines. From their perspectives, they had reached a level of professional understanding which they believed would assist them in coping with the expectations placed upon them by the job. Sandra, Darlene, Marsha, Darlene, Ross and Kirk, marshalled their energy in different ways. Each of their situations demanded different kinds and degrees of Personal- professional effort and each situation required adjustment, personal sacrifice, and a measure of humility.

The multiple shifts which each new teacher had to make to accommodate the needs of the children, the policies and traditions of their schools, the newness of their job, and even the wishes and desires of their families and loved ones were testimonials capturing the intensity of the teaching profession. Fighting a lack of experience, the five beginning teachers, in their own unique ways, drove their emotional and physical spirits to their limits. As a result, all found themselves dealing with the overall stresses associated with their new jobs.

Their efforts, in a sense, could be considered the cost they had to pay for the price of membership in the profession (Schein: 1968). They applied themselves and directed their energies in ways which accommodated the values, norms, and behaviour patterns of their schools while at the same time maintaining, to the best of their ability, their personal and professional integrity.

The five beginning teachers held visions of what they thought teaching and the school environment should be like. Their initial experiences over the six-month transitional phase altered their perceptions. Generally, they compromised many of their innovative ideas to follow established school policies. They focussed their attention directly on the children they taught and assumed the duties of organizing extra-curricular

activities without complaint. They worked many hours during each day to complete their work and spent time reflecting and seriously evaluating their ability as a teachers, their teaching situations, and their teaching roles.

Summary

The data interpretation and analysis provided in Chapter V identified major themes and sub-themes which represented what the five beginning teachers expected to gain from and give to the teaching profession. The data revealed the unique and complex experiences and effectively provided a vantage point from which to investigate common perceptions of becoming a teacher.

Chapter V exposed the realities of becoming a teacher and as such afforded the researcher with the opportunity to draw conclusions and make recommendations. Chapter VI provides concluding remarks which summarize the data, answer the questions posed in the study, and identify topics that should be explored in order to contribute to the existing wealth of knowledge associated with the process of becoming a teacher.

CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

Introduction

The purpose of this study was to determine what beginning teachers expected to gain from the teaching profession and to give to the teaching profession during the transitional phase of the teacher socialization process. The inquiry stemmed from the need to understand the socialization process as it applied to beginning teachers and to interpret the implications of the psychological contract in relationship to the outcome of teacher socialization. The literature on teacher socialization and the nature of the research methodology provided an opportunity to reflect upon answers generated by the study, and to address new questions related to the process of socializing beginning teachers.

The work of Eddy (1968), Getzels, Lipham, and Campbell (1968), Lortie (1975), Kotter (1973), Schein (1978, 1980, 1985), Wells (1984), Zeichner and Tabachnick (1981) and others has collectively provided insight into the socialization process of beginning teachers. The research posture taken by these educational theorists contributed to the study which focussed on what influenced or guided the attitudes and perceptions of five beginning teachers. Their research reinforced what Brim and Wheeler (1966) identified as a process of acquiring the knowledge, skills, and disposition of a social group.

Current teacher socialization research has identified apprenticeship training of prospective teachers, role modeling, and the influence of the organizational structure as factors which mold beginning teachers' knowledge, skills and disposition to teaching. Research which takes into consideration the impact of the psychological contract on the socialization of beginning teachers is limited.

The purpose of this study was to consider the influence of the psychological

contract by identifying what beginning teachers' expectations were of the teaching profession. Six questions guided the research:

1. What are beginning teachers' expectations of the teaching profession before teaching and while teaching during the initial six months of their first year of teaching?
2. What expectations of the teaching profession are met during this time period?
3. What expectations of the teaching profession are not met during this time period?
4. What socialization factors contribute to meeting beginning teachers' expectations of the teaching profession?
5. What socialization factors serve as impediments to meeting beginning teachers' expectations of the teaching profession?
6. What actions can be taken by educational administrators and teacher educators to enable the transitional period of becoming a teacher to be a positive and developmental experience?

Methodological support (Craig, 1984; Hawke, 1980; MacKinnon, 1987) for the multi-case study approach employed in this study emphasized the importance of informant affiliation and the opportunities for informants to articulate their perspectives in a supportive environment. While this study used complementary data collection and analysis techniques, the research was limited by the choice of the exploratory multi-case study process, the informants' ability to accurately and willingly respond, and the researcher's capability to record and analyze their responses.

The five beginning teachers who volunteered to express their thoughts during the transitional phase of their first year of teaching developed a perceptual understanding of the research problem, and an interest in reflecting upon their own perspective of the teaching profession. Their responses were transcribed and later analyzed as a means of clarifying and amplifying emergent ideas.

It is the purpose of this chapter to provide a summary of the findings, draw conclusions, and consider recommendations and implications for further research. The

findings of the study are outlined in response to the initial questions which guided the inquiry. Conclusions are presented to address fundamental concerns associated with the process of becoming a teacher. Recommendations generated from this study address issues that pertain to the developmental nature of teacher education and collectively provide direction for future research.

Summary of Findings

The interpretation of the data gathered over the six-month transitional period revealed major themes and sub-themes which collectively explained what the five beginning teachers expected to gain from and give to the teaching profession. Further interpretation and data analysis identified certain ambiguities surrounding the matching of those expectations and also provided insight into actions that could be taken by educational administrators and teacher educators to enhance the transitional phase of becoming a teacher.

It became evident that the complexity associated with the lived worlds of the informant group reinforced current notions that rich layers of information form a qualitative picture which, through analysis, leads to a more definitive interpretation and understanding of the phenomenon being studied. The interpretation led the researcher to identify beginning teachers' perceptions of themselves as teachers, their teaching situations and roles, and the organizational climates of their schools as predominant factors which influenced the matching of professional expectations.

The themes Interpersonal-affective support, Professional-affective support, Organizational support, and Personal-professional effort were representative of the five beginning teachers' expectations of the teaching profession.

Beginning Teachers' Expectations of the Teaching Profession

The thematic interpretation and analysis of the data presented in Chapter V provided a qualitative picture that identified the tacit expectations of beginning teachers before and during the initial six-months of their first year of teaching. Interpersonal-affective support, Professional-affective support, Organizational-support, and Personal-professional effort were identified as the major four themes which described the expectations of Sandra, Darlene, Marsha, Ross, and Kirk.

Graduating with baccalaureate degrees in education, the five beginning teachers considered different forms of external support offered by individuals closely associated with their schools as being crucial during their transition from student to teacher. They valued interpersonal and professional support that invariably made them feel good about themselves. They appreciated organizational support which made their jobs easier and they recognized the need to gain the kind of support that would make them better teachers.

Sandra, Darlene, Marsha, Ross, and Kirk wanted to do well in their new positions. They were cognizant of the challenge facing them, and all were confident in their ability. As a way of maintaining and/or strengthening their self-confidence, the beginning teachers anticipated gaining recognition for who they were and what they could offer the children, the staff, and the school. They expected to gain a feeling of belonging, a sense of family, and interpersonal respect. Of consequence to them were the positive human relationships they developed between themselves and others whom they viewed as important. As new teachers, they depended upon their principals, teachers, and others whom they considered significant to initiate Interpersonal-affective support. By degree, they quickly responded to those individuals who made the first interpersonal moves.

Positive verbal remarks or subtle positive gestures by others were indicative of

Interpersonal-affective support. While certain individuals associated with their schools did offer Interpersonal-affective support early in their new teaching experience, this kind of support was limited. It was offered more frequently during the first few weeks of their new professional careers and then it appears to have diminished.

The beginning teachers expected to gain a sense of belonging and personal understanding through the generosity of other teachers. At various times certain staff members shared resource materials and teaching suggestions that made the beginning teachers feel accepted and more self-confident. This Professional-affective support was provided by those who were sympathetic to the needs of the beginning teachers and/or who had taught or were presently teaching similar grades or content areas. This support was offered during the first few weeks of school and before special event days or school functions.

The knowledge and the expectation of being remunerated for their efforts also provided the beginning teachers with feelings of pride. This form of Professional-affective support combined with the expectation of gaining preparation time and time-off during seasonal vacations lent support to the beginning teachers' sense of accomplishment. While these expectations were contractually based, they were considered as residual professional benefits by the beginning teachers. As a form of support, all found the residual benefit of being paid inequitable in relationship to the amount of work they were doing. Completing major tasks and/or successfully teaching up to a particular school holiday tended to reinforce their professional feelings of achievement.

The five beginning teachers expected clear organizational direction that would assist them in clarifying administrative, technical, and logistical concerns associated with their teaching responsibilities. They expected information that would help consolidate their extended roles and help improve their teaching skills. They also anticipated gaining

organizational support that would assist them in understanding the organizational nature of their schools. Before teaching and during the six-month transitional period, all five beginning teachers expected supervisory support and professional evaluation linked to promotion and tenure.

The findings from the study indicated that Organizational support, which encompassed acquiring role information, feedback, and assessment was limited. The five beginning teachers, only on occasion, received role information, feedback and formal evaluations.

All five beginning teachers felt prepared both academically and emotionally to give Personal-professional effort designed to enhance child learning and to contribute to a positive school climate. Upon completion of their education degrees all five had a tacit, idealistic belief in what they could offer their pupils and their schools. Providing innovative ideas, caring for and assisting children to learn, participating in school initiatives, involving themselves in school policy implementation, and committing their personal time and energy to the cause of education were among their desired contributions to the teaching profession.

These beginning teachers approached their new jobs with intensity, willingness, and genuine concern for others. They believed that teaching was a shared responsibility and they took the initiative to ensure that what they were doing was within the scope of their positions.

The Matching of Expectations

The study also sought to identify the socialization factors which either contributed to or impeded the matching of the five beginning teachers' expectations. The results of the data interpretation and analysis identified that what beginning teachers' expected to gain from the teaching profession remained relatively constant throughout the six month

transitional period. The findings suggest that the degree of Interpersonal, Professional, and Organizational support they received was incongruent with their expectations. From their perspectives the five beginning teachers anticipated continued support throughout their first year experience; and, furthermore, they expected a clearly defined organizational atmosphere to allow such interactive support to occur. The findings revealed the general absence of opportunities for continual interactive support and the infrequency of professional supervision that they had grown accustomed to during their teacher education. The process of providing non-evaluative feedback, designed to enhance their ongoing performance as beginning teachers, was inconsistent by comparison to their pre-service experiences.

The data revealed the temporal and experiential nature associated with the process of matching professional expectations. The findings identified that what beginning teachers expected to gain from the teaching profession occurred more frequently during the initial weeks of the the six-month transitional phase. The data also suggested that the experiences gained during the first six months assisted them in clarifying their expectations and in helping them determine whether their expectations would or would not be met in the future.

The interpretation and analysis of the data also revealed that the intensity of giving Personal-professional effort increased over time as the beginning teachers gained teaching experience. It was determined that all five beginning teachers were prepared to give more Personal-professional effort despite any incongruence between what they expected to gain from the teaching profession and what they did in fact receive.

The data further indicated that becoming a teacher created feelings of subordination caused by inexperience, of caution because of provisional status, and of insecurity because of the implicit expectation that they should perform like seasoned veterans. The data likewise revealed that the perceptions beginning teachers had of themselves as

teachers, their teaching situations and roles, and the organizational climate of their schools collectively influenced the matching of professional expectations. The data identified that for each beginning teacher the influence of the external agents of the socialization process associated with organizational climate varied by degree. Such findings suggested that individual differences, and unique variations in the characteristics and quality of the schools as organizational units influenced, in different ways, the matching of expectations.

The findings revealed that the gaining of new experience assisted these five young teachers in assessing their professional self-image as well as in assessing more accurately what was implicitly expected of them in their specific situation. Over time, these five beginning teachers seemed more acutely cognizant of whether their expectations of giving and gaining from the teaching profession, and ultimately their overall perceptions of the teaching profession fit with what Tagiuri and Litwin (1968: 27) described as the "relatively enduring quality of the internal environment of an organization . . ." the organizational climate of their schools.

The organizational climates of their schools were characteristically formed by the organizational goals and structure of the schools, and by the super-ordinate leadership styles related to school administration along with the values of the personnel associated with their schools. Once hired, these five beginning teachers were immersed in the cultures of their schools and inherited organizational climates to which they had to adjust.

The degree to which the beginning teachers adjusted, however, was due in part to the compatibility of the psychological contract implicitly made between themselves and their schools and/or school jurisdictions. The data established that this compatibility was oriented around how closely their expectations of giving and gaining fit with the organizational elements which, in essence, formed the climate of their schools.

Although each beginning teacher had a preconceived notion of what teaching was about, including their professional ability, their roles, the patterns of behaviour associated with the goals and organizational structure of each school, the leadership approaches taken by their principals and/or directors, and the role models of other teachers on the school staffs set a tone that each teacher had to deal with. As a result, and with limited initial opportunity to clearly articulate and share expectations, each beginning teacher focussed on him/herself critically examining his/her professional expectations, and affirming, clarifying, or formulating new perceptions. The findings determined that as the five beginning teachers gained experience working within the climate of their schools, the certainty of whether or not their professional expectations matched with those of their schools became more evident.

It became apparent that what beginning teachers expected to gain in the form of Interpersonal-affective support varied over time. Similarly, Professional-affective and Organizational support in the form of resources, remuneration, role information, feedback and assessment, respectively, differed in kind and amount as factors associated with the school climate and individual perceptions interacted.

The data also revealed that the five beginning teachers expected to give Personal-professional effort as a means meeting the needs of their pupils and fulfilling the duties associated with their job. Their initial enthusiasm to provide innovative ideas and to participate in school related activities, was made evident by the way they approached their new positions. Their uncompromising zeal was countered by the influence of the organizational character of their schools, and the certainty of giving Personal-professional effort gave way to the five beginning teachers frequently questioning the usefulness of their efforts.

Conclusions

The complex nature of the five beginning teachers' experiences influenced the analysis process and made it difficult to initially identify common reasons for why certain expectations were met or were not met. The data revealed, however, an important fundamental conclusion. The matching or mismatching of expectations was contingent upon the degree of congruence in understanding the purpose and function of the process of becoming a teacher by the individuals associated with the university and the school jurisdictions.

There is an important need for greater understanding of the process of becoming a teacher by all constituent groups associated with teacher education in order to ensure the effective transition of new teachers into the work force and, ultimately, to achieve the fulfillment of educational goals. Such an understanding requires the defining and strengthening of the professional working relationships among all constituent groups through the clear, collaborative articulation of goals and objectives associated with teacher preparation.

There appears to be a process of changing perceptions that is part of the overall socialization process that occurs as new teachers enter the profession. Organizational structure, leadership style within the specific school, the role of significant others appear as factors or influences within the perceptual change process. The process itself is manifested through the variations in the expectations held by beginning teachers.

To assist in the inter-organizational collaborative process acknowledging that organizational structure, leadership style, and the role of significant others influences the perceptions beginning teachers have of the teaching profession is important. Understanding that through a perceptual change process, expectations held by beginning teachers are either verified, clarified, or changed is also considered significant in assisting the inter-organizational collaborative process.

Spanning Organizational Boundaries

Although the purpose of this study was not directly focussed on the nature of the linkages between teacher education organizations and their affiliated constituent groups, acknowledging that such inter-organizational relationships have degrees of formalization, intensity and reciprocity (Marrett, 1971: 95) is important. In certain provincial jurisdictions strong formal agreements, articulated procedures, and coordination processes have been developed. While the intensity of the relationships among constituent groups may be considered appropriate, their terms of reference in relationship to the preparation of teachers may not be mutually understood. Understanding and bringing new meaning to the process of becoming a teacher requires some common agreement that such a process is shared and developmental in nature.

The fundamental conclusion that organizational linkages should be clarified and strengthened at all levels reinforces what educators (Hopkins and Reid, 1985; Tafel, 1985) have observed as a need for the partners in teacher education to interact more effectively as a means of responding to the needs of future teachers and learners. Answers to how this interaction can be improved partially lie in the preponderance of organizational theory and research which recognizes teacher education organizations as open systems.

Scott (1981: 22-23) contended that the boundaries associated with open systems allowed for one system to interact with other systems and for all systems to interact with their environments. The process of converting inputs (resources) to outputs (products) is contingent upon this environmental involvement (Katz and Kahn, 1978: 16-17).

The multiple links between teacher education institutions and other associated constituent groups make it difficult to specify clearly organizational boundaries. Significant contributions to a better conceptual understanding of organizational environments in conjunction with boundary spanning has been provided by various

researchers (Emery and Trist, 1965; Hall, 1972; Jackson, et al. 1986; Lawrence and Lorsch, 1967; Perrow, 1970; Scott, 1981; Schein, 1980; Thompson, 1967; and others). There appears to be some agreement that the structure and activities of an organization are directly or indirectly influenced by the constituent groups associated with its environment.

Within an organizational and theoretical context teacher education institutions, school jurisdictions, professional teacher organizations, affiliated school trustee groups, and other interested publics interact and influence the outcome of teacher education. It is from this frame-of-reference that the articulation of goals and objectives needs to be reinforced. For this to occur collaborative leadership in defining the purpose of teacher education is necessary. Such collaborative action could strengthen the traditional linkages that presently bind teacher education groups together in promoting efforts to address the future needs of teachers and learners.

Debate over the usefulness of maintaining or changing teacher education programs within a complex inter-organizational environment has emerged. Lanier and Little (1986) and Tafel (1985) have already questioned whether the goals of teacher education are appropriate for the future. Tafel (1985) has voiced concern over whether the present organizational framework for teacher education can respond to the needs of future teachers and learners and whether the leaders in teacher education can approach change in a provocative manner. Tafel's concerns illustrate the need for constituent groups to interact more effectively. Her comments are tempered by her suggestion that educational organizations are slow to respond or unable to recognize their collective responsibilities to teacher education.

The fundamental conclusions drawn from this study implicitly encourage this debate. This study raises questions related to the effective and compatible transfer of pre-service pedagogy into in-service practice and the utility of professional internship

experiences. The study also draws attention to the relevance of induction and mentoring initiatives that are conducted in conjunction with hiring procedures as well as the role played by all constituent groups in monitoring the professional development of beginning teachers.

To answer questions generated from these conclusions the findings identified the importance of educational decision makers recognizing and understanding the perceptual change process associated with becoming a teacher. It was also believed that they should be made aware of the influence the organizational climate of schools had upon that process.

Socialization, Perceptual Variance, and Organizational Climate

The interplay between a stable social system and new members who enter it is an experiential socialization process through which new members learn the values, the norms, and the required behaviour patterns of the system they are entering (Schein, 1968, 1980; Getzels, et al., 1968). What new people bring to an organizational system reflects a history of past experience which either blends or conflicts with the temperament of the system. The relationship is interactive and seems to unfold through the jostling of personal and organizational wills. Schein (1980: 99) suggests that in this regard mutual bargaining occurs throughout the career of an individual in an effort to establish and/or reestablish a workable psychological contract.

Socialization. Defining the experiential process of socialization has cut across the social and psychological domains of organizational theory. Each attempt (Feldman, 1981; Caplow, 1964; Schein 1968; Van Maanen, 1975;) has provided more information about the function that acquiring new insights, skills, and personal adjustment play in the formulation of peoples' perceptions or beliefs in themselves in relationship to their jobs. Collectively, the various definitions of socialization reinforce the struggle

researchers have had in describing a process that combines the dynamics associated with human personality and organizational motive. The work of Argyris (1957), Bakke (1952), Barnard (1964), Getzels, et al. (1968) in social systems theory and research methodologies has provided educators with the knowledge and skill to interact more directly with and to understand the phenomenon of people and organizations. Socialization, the bonding factor between individuals and organizations, has been considered by several social scientists as a complex experiential process which warrants continued clarification.

Feldman's (1981) socialization theory, for example, considered process and outcome variables as a means to monitoring and measuring the effect of organizational socialization. He viewed organizational socialization as a set of multiple simultaneous processes with a range of outcomes. Schein (1968, 1980, 1987) interpreted organizational socialization metephorically by suggesting that the process required the unfreezing and freezing of peoples' perceptions, values, and behaviors. Schein suggested such changes occurred in phases and could be interpreted as "fusing" (Argyris, 1957; Bakke, 1957) the individual and the organization in such a manner that both simultaneously obtain optimum self-actualization. Schein's work also addressed career patterns and explicitly linked socialization theory to a series of psychologically meaningful units described as career stages (Schein: 1978, 1987). Emphasizing the concept of "internal career," Schein reinforced the properties associated with the psychological contract. He suggested that such a contract was not set but was constantly changing through implicit and explicit renegotiation that occurred throughout an individual's organizational career.

Perceptual Variance. While Power (1981) believed that the transition from student to teacher was the ideal place to begin the attempt to understand the impact of social reality on personal reality, the problem of articulating a scenario encompassing

such a phenomenon remains difficult. Beginning teachers, like other new employees, find themselves verifying their perceptions and expectations as they meet the realities of work life. Their perception of themselves as teachers, as Power (1981: 288) suggested, meets the challenge provided by themselves in the role. Commitments to teaching as their life work are fully tested for the first time and career aspirations come face to face with the actual experience of teaching in the formal and informal organizational structure of their schools. In this regard, and related to this study, the complex theoretical interpretations provided by Getzels, et al. (1968), which identified the dimensions of behaviour in social systems, are considered foundational.

Parallels were drawn between professional expectations and the perceptions the beginning teachers had of themselves as teachers, of their teaching situations, and of their professional roles. The data revealed that organizational structure, leadership styles and the role of significant others directly influenced the perceptual variance of the five beginning teachers. This conclusion supports Getzels's (1968) work in identifing the observed behaviour between the Nomothetic and Idiographic dimensions of a social system, and what Schein (1968, 1980) termed "renegotiating."

Perceptual variance, in conjunction with becoming a teacher, was interpreted as part of the experiential socialization process and considered useful in interpreting the interaction that occurred between new teachers and their school organizations. Perceptual variance, in this regard, was considered a dialectic process or professional learning cycle which integrated experience and concepts, observations, and actions (Dewey, 1938) in association with organizational climates.

The experience of becoming a teacher represented the sequential phasing of the interactions between an individual's perceptions and the external agents of socialization associated with school organizational climates. This professional learning cycle involved reflective observation, comprehension and judgment, and perception

formulation.

To illustrate, the perceptions the five beginning teachers had of themselves as teachers, of their teaching situations and their roles before teaching were articulated originally in terms of what they initially expect to gain and give to the teaching profession. As they began teaching they mutually tested their professional perceptions within an organizational frame of reference. As the five beginning teachers reflected upon the congruence or incongruence created between the matching or mismatching of their expectations, they formed judgements in accordance with the degree of matching and formulated new variations of their perceptions. As their perceptions of themselves were either confirmed, or as variations to these previously held perceptions were formulated, their expectations of gaining from or giving to the teaching profession were either affirmed, clarified or changed. It was through this reoccurring process that these beginning teachers became sensitive to the matching or mismatching of their professional expectations.

To capture the essence of the professional learning process linked to perceptual variance, reference to the work of Dewey (1938), Lewin (1951), Piaget (1970), and more recently Kolb (1984) is necessary. While it was not the function of this study to deliberate the merits of these theoretical perspectives, the researcher believed that attention to their work was essential to the researcher's attempt at explaining the perceptual variance process the five teachers experienced during the six-month transitional period of becoming a teacher.

The work of Dewey provides a more theoretical understanding of the professional learning cycle related to the transitional phase of teaching. Kolb (1984) and Lang (1986), in their interpretations of Dewey's (1938) treatise on education, stressed the process of transforming impulses, feelings and desires of concrete experiences into higher-order purposeful action as foundational to Dewey's work. Dewey (1938: 80-81)

in writing about experience and education wrote

> The formation of purposes [perceptions] is, then a rather complex intellectual operation. It involves (1) observation of surrounding conditions; (2) knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the formation, advice, and working of those who have had a wider experience; and (3) judgment which puts together what is observed and what is recalled to see what they signify. A purpose differs from an original impulse and desire through its translation into a plan and method of action based upon foresight of the consequences of acting under given observed conditions in a certain way. ... The crucial educational problem is that of procuring the postponement of immediate action upon desire until observation and judgment have intervened. ... Overemphasis upon activity as an end, instead of upon intelligent activity, leads to identification of freedom with immediate execution of impulse and desires. This identification is justified by a confusion of impulse with purpose; although, as has just been said, there is no purpose unless overt action is postponed until there is foresight of the consequences of carrying the impulse into execution - - a foresight that is impossible without observation, information, and judgment.

A synthesis of Dewey's interpretation leads to the construction of a more precise explanation of the perceptual variance process associated with becoming a teacher. Through (1)"observation of surrounding conditions" (based upon beginning teachers' previous school and university educational experience), these beginning teachers formulated initial perceptions [impulse] of themselves as teachers, of their teaching situations, and their roles resulting in the articulation of professional expectations. From (2)"knowledge of what has happened..." (the interaction of their perceptions and their experiences as influenced by the organizational structure of their schools, leadership styles and the beliefs, advice of significant others they work with) their expectations were tested. Independently, beginning teachers made reflective observations and ultimately (3)"judgments" about the level of congruence between their professional expectations and the implicit expectations of their schools. Through the process, the beginning teachers invariably affirmed, clarified or formulated new variations of their initial perceptions ("purposes"). The experiential cycle then repeated (See Figures 2 and 3).

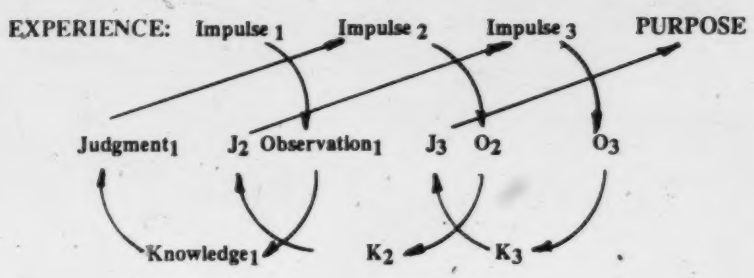


Figure 2

Dewey's Model of Experiential Learning
(adapted from Kolb, D.A. (1984). Experiential Learning. Englewood Cliffs, NJ: Prentice-Hall, 23)

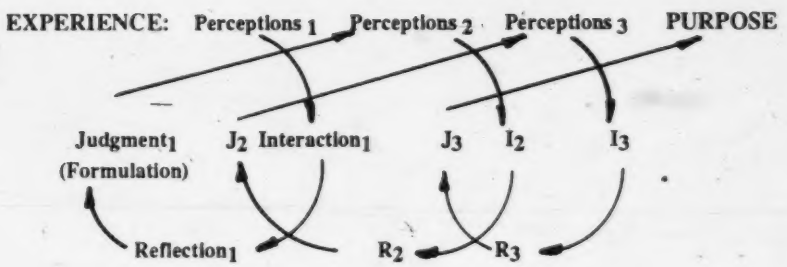


Figure 3

Experiential Learning Socialization Cycle

(adapted from Kolb, D.A. (1984). Experiential Learning. Englewood Cliffs, NJ: Prentice-Hall, 23)

Wrightsman (1977: 95, 97) [in Johnson: 1986] argued that individuals took advantage of experience associated with new events to continuously refine their perceptions and perceptual systems. He argued that as behaviours and events were exhibited, initial perceptions were replaced by new learning, and perceptions were progressively clarified and extended.

The initial perceptions the five beginning teachers held of themselves as teachers, of their new teaching situations, and of their roles reflected some of their experience as pupils and university students. Their initial perceptions of themselves as teachers, of their new teaching situations and their roles were positive, albeit idealistic (Fuller, 1969; Katz, 1980; Wheeler, 1988;). Throughout the initial six months of work these perceptions were influenced by the organizational structure of their schools, the administrative leadership styles, and the role of significant others in their work settings. These beginning teachers began to reflect upon how compatible their expectations were in relationship to those implicit expectations of the school organizations.

Organizational Climate. The organizational climate is a conceptual interpretive derivation of the more encompassing concept of organizational culture. Organizational culture as interpreted by French et al. (1985: 521-546), represented current patterns of values, norms, beliefs and assumptions embodied in the language, symbols, management goals and practices, attitudes and interactions associated with an organization. Organizational climate is defined as the relatively persistent set of perceptions held by members concerning the characteristics and quality of organizational culture. In relationship to this study the definition of organizational climate was expanded to reflect Halpin's (1966) thoughts by incorporating what Hoy and Miskel (1982: 185) defined as the set of internal characteristics that distinguishes one school from another and influences the behaviour of people in it. Implicit in the the five

teachers' conversations was an awareness of the role organizational structure and the influence of significant others associated with the organization in forming the climate of their schools.

The data revealed that the five beginning teachers perceived their schools as hierarchical in nature. Their sense of being a beginner with a subordinate role was reinforced by their initial views of the organizational structure of their schools, and by how others interacted with them during their first days in their new jobs. They expressed feelings of compliance, and a need to follow what they were told to do. They acted cautiously, initially agreed with the advice they received from their administrators, and without question tried to implement established school policies. The five beginning teachers were accommodating; they suppressed certain beliefs they held about teaching, and yielded their own perceptions of teacher assessment to those held by either their principal or school director. Although the beginning teachers viewed their schools as traditionally run bureaucratic institutions, many ambiguities in the operations of their schools undermined the thick veneer of that tradition. The research data indicated that the insular nature of their schools forced these beginning teachers to become more personally independent than bureaucratically dependent. The organizational expectations had been implied rather than explicitly articulated and they perceived their day to day teaching experiences to be only loosely connected to the formal, traditional organizational structure. The data made it evident that the five beginning teachers work within two diehotomous but parallel organizational structures; one is hierarchical, the other is "loosely coupled" (Weick: 1976;). Sandra, Darlene, Marsha, Ross and Kirk found themselves unsure about how to co-ordinate certain activities, uncertain when and how to participate in specific events, and at times even confused about the overall goals of their schools.

Initially they had perceived themselves as competent young teachers with much to

offer. They viewed their new teaching situations as important milestones in their lives which demanded punctuality, thoroughness, and accountability. During their first weeks of teaching they also believed they should be well planned, agreeable to most, if not all, suggestions made by others, reserved in their own opinions, and generally amiable.

The disequilibrium of the structure influenced how they gained either Interpersonal-affective, Professional-affective and/or Organizational support. They began to experience confusion about where information should be originating from, and concern over the effectiveness of their schools. All five found themselves questioning their roles as teachers and their sense of self-worth.

The impact significant others had on the climate of the schools was important to this study. The administrative leadership styles in addition to the personalities of staff members collectively blended together to help form the climate of each school. The data revealed that the leadership style the principals used in communicating, organizing and delegating tasks set the mood within which the beginning teachers learned to work. The principals' personalities in association with the beginning teachers' personal understanding of the role of administrators interacted to alter their perceptions. The data disclosed that these beginning teachers' originally viewed their principals as the authority figures who set the tone of the school and provided direction. During the six-month transitional period the beginning teachers began to question the integrity of their principals and generally showed concern over how effectively their principals worked with others in the making of decisions and performance of their duties.

The data revealed that all five beginning teachers' impressions of their principals' styles of leadership changed over the six-month transitional period. A beginning teacher's initial perception of his or her principal as a friendly, humanistic program facilitator and later as a person who was considered difficult to talk to, was indicative of

a perceptual shift. The shift was the result of expectation incongruence which further resulted in a teacher reflecting upon his or her personal merits as a teacher, the atmosphere of the school, and the role he or she performed.

Other staff members also helped set the tone of their schools and in doing so influenced both the perceptions and the professional expectations of the five beginning teachers. Initial contacts with staff members were cordial and projected a sense of camaraderie. The data suggested that the other teachers were established in their teaching styles and tended to focus more time and attention upon their own work than on that of others. Initial support decreased over time forcing the beginning teachers to become more accountable and self-reliant early in their new careers. Following their own professional agendas and having their own perceptions guiding their actions, the other teachers of the schools inadvertently created a professional distance between themselves and their new colleagues. With such social realities unfolding, beginning teachers' perceptions of themselves as teachers, of their teaching situations, and of their roles continued to shift. A teacher who, for example, initially offered to help a beginning teacher organize materials found little time to continue to do so once school started. Unintentionally, the beginning teachers felt isolated and/or reluctant to ask for assistance.

The data revealed that the communication of professional expectations occurred infrequently between the beginning teachers and those closely associated with their schools. This limited interaction restricted the opportunities for Sandra, Darlene, Marsha, Ross, and Kirk to openly clarify and/or confirm expectation compatibility. It became incumbent upon the five beginning teachers to intuitively speculate upon the utility and suitability of their professional expectations.

The data disclosed unique variations in the degree to which the five beginning teachers' expectations were met or not met. Such variance was due in part to different

individual personalities interrelating with the dynamic properties of the organizational climates.

In certain instances the formal organizational nature of their schools impeded the opportunity for Sandra, Darlene, Marsha, Ross, and Kirk to gain Interpersonal-affective support. The influence of authority figures, the seniority of staff, the prescriptive teaching assignments, the structured timetable, and even the physical arrangement of their schools restricted possibilities for close interpersonal interaction. This same hierarchical influence assisted in facilitating the flow of specific organizational information which each beginning teacher expected to receive. The informal organizational nature of the schools gave rise to some Professional-affective support and Organizational support. This support compensated for the restrictive nature associated with the formal hierarchical structure of the schools or the leadership styles adopted by their principals.

The leadership styles of principals complemented the formal hierarchical character of each school and proved useful in providing role information to the beginning teachers. The principals encouraged beginning teachers to direct their efforts in ways that promoted current school practices. The formality of their styles seemed to minimize opportunities for Interpersonal-affective support and restricted the opportunities of these beginners to share their innovative ideas.

The factors of influence which either assisted or impeded the matching of expectations are embedded in each specific case study. The following case study summaries provide an interpretion of how organizational structure and the influence of significant others assisted or impeded the matching of the five beginning teachers' professional expectations.

Marsha's Case: One of Marsha's original perceptions focussed upon the importance of a classroom atmosphere that nurtured friendship, professional growth,

and an overall caring for others. Her perception and the expectation it engendered was formulated upon her experience as a child and university student which both encouraged the sharing of ideas, and the giving of oneself to others. The data revealed that the climate she found herself working within was closed and one which did not cultivate her perception of family. Teachers arrived at school, organized their work for the day, performed their teaching duties and left soon after the final bell had rung. School policy required students to enter and leave the school in straight lines, and to sit quietly in their classroom desks. Teachers were requested to adhere to the student-management policies and they usually closed their classroom doors to the rest of the school as soon as the last child had entered the room. Marsha also found that school procedures and her specific role as playground supervisor curtailed numerous opportunities for her to interact with others

Marsha shared her teaching duties with her principal and one other teacher and expected to receive Professional-affective support from them. For Marsha the sharing of resources, teaching strategies, and new ideas was important and while initial guidance in choosing content materials was provided, Marsha became discouraged over the kind of material provided or the way information was disseminated. In many respects she had to initiate opportunities to acquire information.

The Organizational support Marsha received from others was limited to specific role information and assessment. Marsha was told of her teaching duties in late Spring and upon the commencement of school she was provided with orientation literature and information which assisted in clarifying, to some extent, the general policies of the school. Marsha's principal used written memorandums to communicate with the school staff and frequently issued directives concerning school policy. On occasion he discussed student management problems directly with his teachers and exhibited a tendency to correct the performance of his teachers in front of students and staff

members. Marsha generally perceived his style of leadership to be impersonal and less than supportive.

Marsha did not receive the kind of non-evaluative feedback she had grown accustomed to during her university teacher training. Marsha's principal followed set evaluative guidelines that resulted in what Marsha believed to be useful but formal assessments in comparison to her student experiences.

Marsha's comments revealed that the general organizational climate of her school seemed to inhibit opportunities for her to introduce innovative ideas. She found herself not incorporating approaches and activities she had anticipated implementing, opting instead for curricular programs that reinforced the conventional nature of her school environment.

Her expectations of giving to the children in the way she wanted were restricted by the management policies emphasized by her principal. She expected to, and did enjoy directing her efforts toward extra-curricular school activities and the welfare of her pupils, but she became frustrated with the school rules which impeded opportunities for her to work with the children after school.

Marsha reflected upon her day to day experiences keeping in mind her initial perceptions of herself as a teacher, of her situation, and her role. She frequently evaluated her experiences, clarified her expectations, and continued to teach while challenging the system she worked in.

Ross's Case: The previous knowledge Ross had gained about the school he would be initially teaching in assisted him in formulating perceptions of himself, his new teaching situation, and his role. Being familiar with staff members helped him adjust. This familiarity stimulated opportunities for teachers to share their thoughts and comment upon what he was doing. Ross was aware of how the principal led his staff in planning and decision-making and felt comfortable following his approach. The

semi-open environment offered sufficient opportunities for Ross to gain Interpersonal-affective support. From his perspective his principal seemed fair and open to suggestions while at the same time required specific school policies to be closely followed.

Interaction among all staff members, however, was inhibited by traditional grade divisions and the interests of teachers. Ross interacted more frequently and seemed to gain more Interpersonal-affective support from the teachers in his grade division than from other teachers on staff. As time passed he did recognize the limitations of the situation and the professional distance that was created because of it.

Ross garnered Professional-affective support from those staff members who were closely associated with his grade division. Since he had been hired primarily to teach physical education, he was considered by others to be an expert and the one knowledgeable in that subject area. Because of this, he found himself relying more upon his own personal resources than those offered by others. Over time, both in his first school and then in his second school, Ross considered himself to be professionally isolated. As he organized special activity events for the children of the schools, he found himself soliciting help rather than getting help. In a sense Ross had to take on a lead role that encouraged staff members to participate and share their expertise.

Ross did receive some Organizational support from his two principals and the other teachers. Initially, they either directed him to where he could locate school supplies or assisted him in understanding school policies or duties. The data revealed that his first principal encouraged participation and provided Ross with the freedom to initiate and/or participate in various school functions. Ross did not receive any informal feedback of a supervisory nature and reasoned that those in authority did not have enough time during a day to structure opportunities to provide such feedback.

Formal professional assessments were carried out by both the school

administration and the director of his school jurisdiction. Confident in his ability, Ross considered the evaluations to be procedural in nature and of limited utility.

According to the data Ross's expectation of intorducing innovative ideas was encouraged by the manner in which others on his staff organized or planned course materials. In his grade division the teachers worked in a team sharing their thoughts and providing ideas for consideration. Ross, however, was employed in a system that demanded a standardized approach to lesson development and execution. The organizational policy, from his perspective, restricted the opportunities to be creative in the ways of teaching. Ross would follow the policy guidelines when being evaluated and revert back to what he felt comfortable doing once the formal evaluations had been completed.

Ross expected to give to the children, and give to the school organization in an effective and positive way. His perception of himself as a teacher shifted from a follower to a leader. He felt comfortable in his role and did not become discouraged by the routine pressures associated with the procedural duties.

His perceptions of the organizational climate of his first school changed as soon as he had settled into his second school environment. Initially he had described the climate as relaxed and friendly. Upon further reflection, he perceived it to be more restrictive and controlled.

Sandra's Case: Sandra's modest expectation of gaining Interpersonal-affective support was met initially by the warmth of the teaching staff at her school and the open approach taken by her principal. Sandra tended to provide others with positive personal feedback and genuinely appreciated any positive comments directed her way. Teaching Grade three children for the first time and interacting more directly with Division One teachers was an entirely new experience that required her to adjust. Sandra not only found the traditional grade division structure of her school an

impediment in communicating with other teachers, but she discovered that distance was created between herself and others on staff as she became more aware of other teacher preferences, prejudices, and approaches to working with children. In certain instances Sandra's perception of teaching differed greatly from the perceptions her other colleagues held for the profession.

Professional-affective support she received from her principal was graciously appreciated. His involvement in helping her organize long-range plans made her feel good and part of the system. As a new teacher of Grade Three she required resource information but discovered that although others were willing to share their ideas, the notion of sharing them was not spontaneous. This insular climate encouraged each teacher to work independently. As Sandra gained experience she enjoyed being left to herself.

Sandra expected to initially gain a certain amount of information which would assist her in understanding her role and improve her teaching ability. While traditional curriculum policies prevailed, role specifications linked to what she would be teaching were to a great degree decided by herself. The leadership style of her principal engendered an open environment; however, the traditional classroom organizational structure together with the implicit hierarchical nature of the school gave her a temporary sense of subordination.

Through experience Sandra grew to expect continued organizational support in the form of supervisory feedback from her principal, and limited assessments from her director. Knowing that certain skills were to be assessed, Sandra organized her work specifically for evaluation periods and then like Ross, returned afterward to her preferred ways of planning and teaching.

Sandra expected to and did introduce innovative activities that from her perspective encouraged and assisted her pupils in learning and in liking school. She, similar to her

other first year colleagues, was obliged to follow a prescribed curriculum, and felt positive about the way she was able to supplement it. Lacking tenure, however, Sandra perceived herself as having to be more accountable for what she planned and how she taught. She believed that her first year status inhibited her in going too far beyond the scope of the required program.

Kirk's Case: Each beginning teacher held slightly different perceptions of the kinds of support they might receive and the amount of Personal-professional effort they expected to provide. Kirk did not initially expect a great deal of Personal-affective support. Although he appreciated others acknowledging his work, he interpreted what he contributed to teaching as being part of the requirements of the position. The data revealed that the amount and kind of Interpersonal-affective support was limited.

Kirk compared his role to that of other teachers on staff. With minimal opportunities to articulate his professional expectations, Kirk performed his duties in a manner similar to those of others. The data revealed that the size of the school, the number of grades and the complex timetable other teachers followed inhibited opportunities for sharing ideas and materials. From his perspective individual teacher agendas interfered with resource sharing. Teachers in his school arrived late and left early providing few formal or informal opportunities to meet and exchange ideas. Kirk received most of his Professional-affective support from friends teaching in other schools within his school jurisdiction.

Even though Kirk did appreciate the informal climate his principal had seemed to create, the data revealed that Kirk was forced to complete many tasks with limited organizational information. The job of sports coordinator required Kirk to organize and implement various sports activities. He had received minimal amounts of information regarding the role of coordinator and limited amounts of informal feedback concerning how he was progressing. Kirk attributed the lack of information and feedback to the

leadership style of the principal who perceived first year teachers as being able to take charge of their duties.

Formal approaches to teacher assessment were carried out by Kirk's principal and by the director of the school jurisdiction. From Kirk's perspective, the approach seemed very traditional and it did not match with what he had expected. No supervisory cycle of a professional development nature that he had grown accustomed to as a student teacher occurred.

Darlene's Case: The perceptions Darlene had about herself as a teacher, of her new teaching position and her teaching role changed over the six-month transition period. Her perceptions were based upon her previous educational experiences and tested against the organizational goals and behaviors associated with her school.

Darlene expected modest amounts of Interpersonal-affective support and believed that her principal and teacher colleagues would supply it. The formal evaluation she received from her director early in her new career negated to a great extent the effect of future Interpersonal-affective support. As a first year teacher she began to view herself as subordinate and compromised her beliefs for those of the local school organization.

The data revealed that although she did receive positive acknowledgements from another teacher on staff, the leadership style of her principal and her fear of not meeting the performance expectations implicit in her director's evaluative comments greatly influenced her perceptions. Specific teaching procedures as outlined by both the principal and director had to be followed by all teachers. As a first year teacher Darlene's success was based upon whether she could accomplish what she was told to do rather than what she thought was appropriate.

The closed climate of her school did not affect the opportunity others on staff had of informally sharing their resources and ideas with Darlene. Gaining Professional-affective support enhanced her sense of self-worth and motivated her to

continue teaching. Support did not come directly from the school administration but did come informally from certain other teachers on staff.

The insular nature of her school placed limits upon the amount of sharing that happened later on during the six-month transitional period. The data disclosed that no deliberate attempt to articulate professional expectations occurred. While Darlene did appreciate the initial direction and warmth provided by her principal prior to the beginning of the school year, she found that the Organizational support received was implied rather than explicitly stated. She felt forced to define her role through trial and error. Darlene also viewed certain decisions made by her principal and her director as condescending, and incongruent with her professional expectations.

The data revealed that communication between Darlene and her principal became strained. Darlene's initial perceptions of herself as teacher, of her teaching situation, and of her role were influenced by the pressure to conform and compromise her beliefs. The presentation of innovative ideas was restricted to times when she had her classroom door closed. Closing the door was a means of escape from the institutional dilemma she found herself in.

She, like the other four beginning teachers, expected to give to the children, to the school, and of herself. Darlene gave Personal-professional effort, but became less involved with general school initiatives over time. The uncertainty created by the absence of administrative support influenced Darlene to approach her work with caution.

Attribution Theory and the Matching of Expectations

The methodology employed in this study provided the opportunity to identify patterns of social interaction. The qualitative process encouraged the documentation of social phenomena which evoked an awareness of the social realities of beginning teachers. Of interest to the researcher was that Sandra, Darlene, Marsha, Ross, and

Kirk's involvement in the study placed them in a position to better understand the reality of becoming a teacher. The fact that they were frequently discussing their thoughts concerning the matching of their professional expectations made them more acutely aware of their perceptions as teachers, of their teaching situations, and of their roles. The ongoing task of examining, judging, and formulating their perceptions based upon their new reality made them even more sensitive to what their expectations were and whether or not they were being met. Through the perceptual variance process they refined their perceptions and looked inward in an effort to reconcile reasons for why certain expectations were met and others were not.

From their perspectives, generated over the six-month transitional period, they identified that many of their expectations, by degree, were not met. As a result, they found themselves at times questioning their professional integrity, the value of their training, and even the school as a social institution. In juxtaposition with what Beyer (1985) referred to as the "Culture of Teacher Education" these five beginning teachers perceived that the perceptions which they held of the teaching profession often were quite different from the accepted practice of their schools.

A theoretical point for discussion emerged which underscored the necessity to put into context the role that educational administrators and teacher educators play in what Kotter (1973) termed the joining-up process.

The theoretical work conducted by Atkinson (1964), Heider (1958), Lewin (1951), Rotter (1966), Van Maanen (1976, 1979), Weiner (1979,1980), in conjunction with self-attribution theory, has important implications for the findings generated from this study. The results of several studies including Andrews and Debus, 1978; Marsh, Relich and Smith, 1983; Nicholls, 1984; King, 1979; have demonstrated the importance of studying individual differences in self-attribution and their applicability to education.

Accounts of theoretical explanations of the attribution processes have been made

by numerous theorists (King, 1979; Marsh et al., 1984; Weiner, 1985; and others). Rendering a simplistic interpretation of their work becomes problematic. Capturing the fundamental elements of the theory does provide a prospective from which to understand the resultant effects of the perceptual variance process and the matching of professional expectations.

Attribution theory "deals with the processes by which people integrate information to arrive at causal explanations for events" (Borko and Shavelson (1978:271) [in King, 1979: 47]. In this sense what causes something to occur is consequential to what might happen later. Causal beliefs about the success and failure experiences have important consequences for subsequent feelings, expectancies and behaviour (Andrews and Debus 1978: 154). Marsh et al. (1984: 4) suggested that beliefs in self-attribution stem primarily from "locus of control" research (Rotter: 1966) and indicated that social learning theorists argue for a generalized expectancy for the internal or external control of events.

Internal and external control events represented a person's belief that the outcomes depend upon personal attributes and a person's belief that the outcomes depend upon causes outside one's control. People are motivated to understand the causal structure of their environments. Based on information received about their performance individuals ascribe their successes and failures to such factors as ability, effort, task difficulty, or luck (DeBoer 1985: 234).

Drawing from this theory it is possible to build a conceptual interpretation that explains the social reality of becoming a teacher. The data revealed an implicit relationship between the five beginning teachers' perceptions and their beliefs of success and failure.

During the critical time period of the transitional phase of the teacher socialization process, all five beginning teachers became more aware of the congruence or

incongruence of professional expectations. Through the experience of formulating perceptions of themselves as teachers, of their teaching situations, and of their roles, judgments were formed regarding what influential factors assisted or impeded the matching of their expectations. The data revealed that over time each beginning teacher attributed the matching or mismatching of expectations to either internal or external control events. Assuming matching of expectations to be success related and mismatching of expectations to be failure related, the inference was made that the reasons each individual had for explaining their experiences influenced both their expectations for the future and their emotional experience (Weiner: 1980).

As the five beginning teachers became more aware of whether their professional expectations matched with those of the school organizations they ascribed different attributes to explain their social realities. From the data three examples have been chosen to add clarity.

Marsha was confident, energetic and excited about beginning her new job in a school climate that she believed to be open and friendly. During the initial few weeks of teaching, Marsha became cognizant that time pressures, school policies, and the impact of others, inhibited opportunities for the exchange of Interpersonal-affective support. From her perspective these external control events acted as impediments. The closed nature of her school prevailed and Marsha began to question her own integrity and started to to believe that her inability to function within the closed climate of her school was attributing to the lack of Interpersonal-affective support.

Ross expected Professional-affective support from others on his school staff. As a new teacher he attributed the success of gaining resource materials to external control events (significant others). During the six-month transitional period Ross had to depend more on his own ability to secure resource materials and began to attribute the success he was having at gathering resource materials to himself and not to others. In retrospect, he

perceived the failure to gain Professional-affective support to external control agents.

Darlene expected to gain recognition, resources, money, and Organizational support in exchange for Personal-professional effort. She was confident in her ability and was more than aware of the amount of effort one expended in being an effective teacher. Following her first evaluation, Darlene attributed her failure to her ability and/or her lack of effort. After receiving a more positive second assessment from her director Darlene attributed her success to the amount of extra effort she had given to preparation. In anticipation of a third assessment Darlene worked extra hard in preparing her lessons. Failing to meet the standards set by her director during her third evaluation Darlene continued to attribute her failures to both her ability and effort. Over time, when positive evaluations did occur, Darlene attributed her success to luck or to other external control factors. In Darlene's case, the shift in her 'locus of control" was dramatic.

Considering self-attribution theory in specific relationship to this study, it was concluded that the matching of expectations was further influenced by the impact causal beliefs had upon the beginning teachers' perceptions of themselves as teachers, their teaching situations and roles. While it is recognized that more research must be conducted to substantiate this supplementary conclusion, the notion that expectancy theory may contribute to a more complete understanding of the process of becoming a teacher is important. This attention to theory also indicates the propensity of research in educational administration to feel compelled to connect research findings to administrative theory.

Recommendations for Educational Administrators and Teacher Educators

The socialization process has been described as a complex montage of events, beliefs, and rituals that mix together for the purpose of rationalizing an individual's existence within an organizational frame of reference. The subtleness of the process

orients individuals to the values, norms, and mores of the organization. The developmental process ultimately molds new social selves (Schein: 1978) that reflect new dispositions, skills, and behaviors.

Socialization is a term which has been historically used to describe in a variety of ways the process of transmitting culture. Child's (1954: 655) historical perspective described socialization as leading the broad behavioral potentialities of an individual toward the actual behaviors which were confined within the narrower range of customary and acceptable standards associated with a group. This shaping of the mind had the residual benefit of guaranteeing the existence of the cultural fabric which bound the human race to its social system.

Considering the definitions of many theorists (Brim, 1966; Clausen, 1968; Cohen, 1971; Tindall, 1976;) the temporal nature of socialization becomes more evident. Socializing individuals is a process that takes time and is the driving force which, for-all-intents and purposes ensures cultural survival. The process nurtures tradition and provides a context with in which individuals can better understand themselves.

The enculturation of values, beliefs, and traditions are characteristically represented in the form of human institutions. Practices and procedures impervious to dramatic change have been culturally institutionalized within the social strata. Organizations, as part of the social equation, are simply structural representations of the socialization phenomenon. They function symbolically by providing the arena through which social values, norms, and mores are inculcated.

Schools, as organizational institutions, serve society in this way. They act as vehicles to assist in the transmission of societal culture and, by design, specifically facilitate the adoption of core values, beliefs, and traditions.

In an era that has been besieged with the signs of educational change, teacher educators and educational administrators are now being challenged with questions that

pertain to the role and effectiveness of both schools and teachers. In their quest for answers, understanding the process of socializing new teachers into the teaching profession has become more important.

The messages, however, that prospective and new teachers receive about becoming a professional teacher have focussed more often on the achievement of specified outcomes that are rationalized, sequenced, and individualized (Beyer, 1985). The socializing of beginning teachers in this sense becomes a process which diffuses a person's attempts for change and channels their innovative beliefs in a figurative way that shackles their spirit. The residual normalizing effect of the socialization process does not provide the rational backdrop needed to keep pace with change. Regardless of the different views of what should or should not happen in the educational arena, the process of becoming a teacher implicitly guarantees the perpetuation of the educational goals that fall into the organizational domain of schools. Incumbent upon those in authority is the need to address the ways and means teacher socialization can ensure changing educational goals, regardless of their orientation.

The expectations the five beginning teachers held of teaching were their initial expressions of how they viewed themselves as teachers, their situations, and their roles. Their expectations were not articulated or interpreted in any formal organizational manner. In rationalizing the process of socialization it became obvious that the administrators associated with the five beginning teachers' schools were placing the goals of their institutions in possible jeopardy.

From the conclusions of this study several recommendations can be offered which have short term and long term implications for educational administrators and teacher educators involved in the preparation of teachers.

Inter-organizational Articulation of the Process of Becoming a Teacher

The findings and fundamental conclusions of this study suggest that opportunities be made available for all constituent groups associated with the professional preparation of teachers to openly discuss first, the goals of teacher education, and second, the means of achieving those goals. Concurrent deliberations among constituent group representatives which take into consideration current research on teacher education and present and future school curricular initiatives would be required. Clarifying inter-organizational roles and defining organizational and developmental needs based on a futures perspective would be foundational.

Using a collaborative approach, care and attention must be exercised in formalizing a developmental teacher education program which encompasses the notion of shared goals and objectives. With reference to the findings of this study and of consequence to the outcome of this inter-organizational process, it is important that teacher education programming incorporate professional practice which integrates a developmental conception and an intellectual pedagogy of a laboratory approach with a constructivist view of how teachers gain professional knowledge (Grimmett, 1988).

Strengthening inter-organizational linkages depends significantly upon how constituent groups perceive their decision-making role. Inter-organizational collaboration, commitment, and varying degrees of involvement in all facets of the teacher education process is necessary. The articulation of each constituent group's responsibilities for maintaining the professional continuity between pre-service and in-service teacher education, for example, would be essential. Clarification of what joint responsibility means in relationship to the admission of students into teacher education programs, the program content, the transition from student to teacher, supervision, and assessment would be necessary. Furthermore, the role of schools, principals and teachers in relationship to the process of becoming a teacher would have to be carefully

examined.

The conclusions raised in this study emphasize the need to strengthen the inter-communicative networks of existing joint educational advisory boards and to define and create new avenues of communication among school administrators and teachers. Closer interaction among administrators, teachers, students, and university faculty would enhance the level of awareness and understanding of teacher education and provide opportunities designed to enrich pre-service and in-service education.

Of particular importance would be the interactive role of teacher education institutions in disseminating program information to all constituent groups. Frequent information exchanges designed to increase the level of awareness and involvement in teacher education programming, is essential. More precisely, continued efforts by education faculties to initiate opportunities for all constituent groups to become familiar with:

a. the philosophic thrust of teacher education programs,
b. the pedagogical and practicum components associated with teacher education programs,
c. the induction experiences for new teachers, and;
d. the inclusion of professional development in the form of mentoring and peer coaching practices,

would be important.

To fulfill this mandate, guidelines for preferable practices should be established which take into consideration the needs of prospective teachers, technology, change, societal values, leadership, holistic learning, communication, research and policy. Opportunities should inspire commitment to educational services, reinforce the integration of perspectives and practices in educating teachers, ensure continuation of quality service, and provide constituent groups with information about future programming expectations and criteria for preferable practices (Casswell, Lipp: 1989).

Personal-Professional Teacher Education Programming

Providing professional growth opportunities are the complex options that should

be considered for improving professional inter-organizational communication networks. Pre-service training must offer ample opportunity for prospective teachers to explore and articulate, within a professional context, their personal philosophies and expectations of the teaching profession. To allow for this, teacher education programs must be comprehensive, holistic, collaborative, altruistic, empowering, and generative in design. This process model would place teacher preparation within a larger social and cultural context which would enhance the dialectical interaction among all educational organizations (Apple, 1979; Beyer, 1985; Feinberg, 1983; Young, 1971;). Teacher preparation, in this sense, would connect pedagogy and curriculum with present and anticipated future social realities. Collaborative efforts in assisting individuals to develop personally and professionally would require a cooperative environment that sanctions alternative research practices and different pedagogical approaches. Founded on global ethical and moral considerations, the personal-professional dimension of teacher education would help redefining, in the mind of the individual, the role of teacher.

Of consequence would be the necessity for teacher educators to consider perceptual variance, identified in this study, as an important process influencing a preferred practice teacher education model. As a recommendation, reflective learning practices should be encouraged in teacher education that allow for the reorganization or reconstruction of experience. Employing such a practice would focus attention directly on personal perceptual variance. Prospective teachers would have the opportunity to enhance their understanding about and their abilities to make decisions, think critically, problem solve, create, and self-evaluate within a larger context. Reflective practice would lead to new understandings of action situations, new understandings of self-as-teacher and new understandings of taken-for-granted assumptions about teaching (Grimmett, 1988). Reflective practice would also place the prospective teacher in a position from which to

interpret and understand the cultural milieu of teaching in relationship to their role and the global social and physical environment.

In accordance with the re-thinking of teacher education practices and the attention given to understanding the overall inter-organizational relationships which exist between the environment and the teacher education organizations the need for continuity between pre-service and in-service education becomes critical. Infusing educational goals requires all educational constituent groups to define their functions and to formulate avenues through which acceptable practices can be reinforced. Appropriate professional in-service can only occur when pre-service learning is understood by constituent educational members and augmented through professionally developmental teaching experiences.

One major contributor to the bridging of pre-service and in-service teacher education is the school administrator. His or her understanding of, and involvement in the professional development of teachers is of central importance. Professional development opportunities for all educational administrators that reflect new approaches in teacher preparation are essential.

For those in charge of school administration the need to consider professional continuity in relationship to the personnel and the climate of schools is critical. The conclusions of this study reinforce the dynamic interpersonal nature of becoming a teacher and suggest that strong leadership is required to:

a. improve interpersonal relationships,
b. develop effective supervisory opportunities,
c. articulate organizational needs,
d. communicate with constituent groups; and
e. create and maintain an environment that encourages innovation, creativity, professional growth and well-being.

For decades educators have been made aware of the important goal of linking theory with practice. As a socializing mechanism, most post-secondary teacher

education programs have gone to great lengths to provide practicum experiences that do just that. The teaching profession, however, has stopped short of fulfilling this goal by being unable to generate professional consensis among its constitutent groups of what the process of becoming a teacher is or should result in.

Propositions Associated with the Research Findings

Grounded theory research strives to go beyond existent theories and preconceived conceptual frameworks in search of new understandings of social processes in natural settings. In so doing, the formulation of beliefs which excite problem-solving emerge. Stated as propositions, they encourage researchers to reflect, speculate and generate measures through which such insight can be tested.

The methodological process employed in this study provided a means through which patterns of social interaction could be judged and documented. From all accounts, this process allowed for the explication of two propositions which encourage and challenge future research initiatives.

1. Those teachers who establish a psychological contract with more matches experience a more satisfying and productive first year and would remain longer on the job. This proposition is reflected in the work of Kotter, Schein and Van Maanen and reinforces the notion of career path initiatives and personal and professional growth.

2. Teacher induction, considered as an in-service process designed to orient teachers to career stages, is the most applicable vehicle in career socialization practices. The reality of teaching is only understood through the experience of teaching and professional developmental stages linked to career maturity should be explicitly articulated and identified to all teachers.

Implications for Further Research

A number of recommendations can be identified for further research based on the findings of this study. The study sought to determine what beginning teachers expected to gain from the teaching profession and give to the teaching profession during a critical time period of the transitional phase of the teacher socialization process. Conclusions emerged from data interpretation and analysis which rendered answers to the central question posed in the study. Additional questions surfaced which require further consideration.

Interpreting the lived worlds of beginning teachers provided a lens from which to better understand the teaching profession. Of consequence is the need to examine in detail the inter-organizational relationships of those constituent groups affiliated with the process of becoming a teacher. The need also arises to examine closely the professional development of teachers. The conclusions of this study reinforce the importance of addressing these issues with more vigor. A number of recommendations for further research can be identified that are based on the findings of this study.

1. The study employed complementary data collection techniques in order to capture beginning teachers' expectations of the teaching profession and to facilitate the exploratory multi-case study research design. A study utilizing this process to examine school administrators' expectations of beginning teachers would provide a perspective from which to assist in the collaborative articulation of goals and objectives associated with the process of becoming a teacher.

2. Research which identifies constituent group role perception in relationship to the preparation of teachers is required. Barrington (1983) and Tunstall (1988) have indicated that technology is now in place which could be employed to conduct an electronic networking Delphi study. Ascertaining inter-organizational perceptions using this methodology would provide data which could be utilized in formulating future

teacher education program initiatives.

3. Viewing teacher education as a career continuum has been supported by many educational theorists over recent decades. This study has generated continued support for further research that would examine the process of becoming a teacher. From the study, however, this process has been broadly interpreted and thus it is suggested that research be more inclusive. Research designed to explore the process of becoming a teacher should span a professional development spectrum. Future research which thoroughly examines the processes used to select individuals into pre-service teacher education programs, the utility of formative and summative pre-service evaluations processes, and the applicability of practicum experiences need attention. Research which addresses the nature of teacher hiring practices, approaches to professional in-service, and male/female role ambiguity should be conducted.

4. Follow up research which examines in more depth the perceptions prospective teachers have of the teaching profession is necessary. Issues arising from the findings of this study are already receiving attention. Research ventures which assist in qualifying the use of teacher induction programs, and the effectiveness of mentoring and/or peer coaching strategies should be pursued. Research which addresses self-attribution of beginning teachers would assist in this regard.

Summary

It was the purpose of this Chapter to provide an overview of the findings generated from this study, conclusions which captured the rich undercurrents associated with the process of becoming a teacher, recommendations which offered a sense of guidance, and research implications that presented future direction. This study has identified a number of emerging issues associated with the process of becoming a teacher.

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APPENDIX A

PILOT STUDY STUDENT WRITTEN RESPONSES

PILOT STUDY STUDENT WRITTEN RESPONSES

+ STUDENTS' EXPECTATIONS OF GIVING TO THE TEACHING PROFESSION

+ INTRODUCING INNOVATION
  - expect to provide new energy and ideas
  - give fresh, new ideas
  - give ideas
  - give my ideas
  - give my ideas and implement those in the class or school
  - give my ideas to improve the school
  - give new and different ideas
  - give new ideas and innovative ideas to routine program
  - give new ideas of evaluation in the three learning domains
  - give the profession new ideas, creativity and positive changes
  - I expect to bring spontaneity, creativity, and new ideas
  - I expect to implement what I have learned - my own ideas and
  - share of ideas
  - to give new and creative ideas and approaches for teaching arts

+ CREATING EFFECTIVE LEARNING ENVIRONMENTS
  - a hand in changing student attitudes towards science
  - create an atmosphere in the classroom for student learning
  - expect to be energetic and resourceful to have a busy classroom
  - give an enthusiastic approach to teaching
  - give enjoyment to my classes
  - give knowledge and understanding to students
  - give preparation to every lesson
  - give social interaction
  - give to supervision
  - hope to retain some idealism
  - I expect to facilitate learning
  - I expect to use my own methods of teaching
  - make learning fun
  - making a colorful, interesting environment in the classroom
  - open windows for imagination
  - promote independent learning activities
  - stimulate the learning environment
  - teach in areas of interest
  - teach problem-solving skills
  - teach things I feel are important
  - to be able to teach the majority of students
  - to be creative
  - to cause the learning in students
  - to change some attitudes towards physical education and health
  - to keep in touch with the students
  - to maintain effective discipline
  - to provide motivational activities and styles
  - to share responsibilities in school activities
  - to use a variety of teaching methods
  - to use methods that result in maximum student learning

- use a lot of concrete and visual aides
- use an active learning approach in a moderate degree
- use the new approaches as outlined in the new core curriculum
- work in whatever capacity I can

+ LENDING SUPPORT
- give support and knowledge to others
- give support to the community
- give to the support system of the staff

+ CONTRIBUTING TIME AND EFFORT

+ TEACHING
- expect to exert more effort and time than what you get paid for
- expect to give long hours
- expect to put more time and work in than actually being paid for
- give a large amount of time and work
- give a large amount of time to my work
- give a large amount of work and preparation time for the work
- give effort
- give long hours
- give more than a nine to four effort
- give more than just a nine to three day
- give my time and energy to planning programs
- give to my work beyond the eight to three day
- give time
- give time and effort
- give time to lesson planning
- give time to planning and marking etc.
- give time to supervision
- I expect to give all my knowledge, experience and efforts
- to work extremely hard but hopefully survive
- work hard but avoid burnout

+ EXTRA CURRICULAR PROFESSIONAL WORK
- expect to contribute to extra curricular activities
- expect to donate extra curricular time and supervision
- give long hours - extra curricular and planning
- give my time and energy to extra curricular activities
- give personal time for extra curricular activities
- give time in extra curricular activities
- give to coaching and intramurals
- give to extra curricular activities
- give to the organization of extra curricular activities
- I expect to be involved in many extra curricular activities
- I expect to pull my weight with coaching
- investment of time in teacher preparation and extra curricular
- involvement in extra curricular activities
- participate in extra-curricular activities
- to give to supervision and extra curricular activities
- to participate in school activities

- to perform duties expected of me and needed by the school
- give my time to extra-curricular activities
- give time to coaching
- give time to coaching
- give voluntary time to coaching and intramurals

+ PROVIDING PROFESSIONAL DIRECTION
- expect to provide leadership in specialist role
- give leadership
- give leadership in my area of expertise
- give leadership in the area of specialization
- I ex[redacted] work to maintain or improve the education standard
- p[redacted]n the school decision-making process
- to devote myself to my profession
- to give leadership in terms of specializations

+ SHARING RESOURCES WITH OTHERS
- give avenue for other teachers to gain resources
- give expertise to the area I have majored in
- give knowledge and understanding of current methods and skills
- give modern practices of what education is now
- give my comments to improve the school
- give my suggestions to improve the school
- give my talents for the betterment of the school
- give new and creative approaches to teaching the arts
- give new teaching techniques and methods
- give new ways of doing things
- give resources
- give to the development of better programing
- I expect to be a positive and helpful addition to the community
- I expect to be consulted on educational matters
- I expect to increase an awareness of multi-culturalism
- sharing native values in a non-native system

+ HELPING STUDENTS
- expect to help students learn whatever their ability
- give care for the students
- give compassion and understanding to students
- help at least one student a year with a troublesome time
- help motivate students
- help students in their emotional stability
- help students to realize their academic and athletic capabilities
- help with personal problems
- recognize student needs and interests
- to be able to help students through their problems
- to keep students motivated

+ PROVIDING CLASSROOM LEADERSHIP
- be a role model for the kids so that they may mature
- being a positive role model
- being a role model to the students

- I expect to be a role model for students
- I expect to do the best job I can
- Show a sense of pride in my work

+ BUILDING RELATIONSHIPS
  - be an instrument of human relationships
  - build a professional and cooperative relations with colleagues
  - build school and community relations
  - continual self-improvement
  - cooperate with school system
  - develop a good rapport with teachers of the same subject
  - expect to become involved in the school and community
  - expect to give full cooperation to system
  - give friendship
  - give friendship
  - give full commitment to the schooL,staff and students
  - give respect to my peers as professionals
  - I expect to contribute very positively to community relations
  - I expect to contribute very positively to school relations
  - I expect to work positively with all staff
  - involvement in the community
  - opportunity to become involved in the community activities
  - relate to students in firm and friendly manner
  - to build school and community relations
  - to cooperate with school system
  - to develop good classroom relations
  - to seek methods of improving my professional development
  - to share,meet and mingle with different people

+ STUDENTS' EXPECTATIONS OF GAINING FROM THE TEACHING PROFESSION

+ ACQUIRING A PURPOSE OR MEANING FOR TEACHING
  - a good feeling coming home
  - be motivated by my job
  - develop into a better person as a result of my teaching
  - expect enjoyment from the job
  - expect to enjoy the job
  - expect to feel comfortable and not afraid and anxious about the job
  - expect to have some positive impact
  - expect to learn how the teachers' federation operates
  - expect to learn what the teachers' federation will do for me
  - gain a purpose of what the profession entails
  - gain a sense of accomplishment and achievement
  - gain a sense of achievement
  - gain experience
  - gain professional status
  - I expect a lot of stress
  - I expect criticism
  - I expect to be reasonably content and happy with my chosen profession

- I expect to feel that I have chosen the right profession for me
- I expect to gain a sense of self-worth in that education is a helping profession
- I expect to gain experience in the profession
- positive results from students
- realize true professionalism
- self esteem
- sense of professionalism
- to have an enjoyable and self-actualizing type of experience

+ ACQUIRING A SUPPORT SYSTEM

+ ADMINISTRATION
- expect support from the principal
- expect to receive help from the staff and principal*
- gain cooperation and support from administration
- gain support from staff and administration*
- I expect a principal to be supportive and back you up in various situations
- I expect support from other teachers, principals*
- professional contribution and leadership from administration*
- supportive administration
- to receive reinforcement from administration and peers

+ OTHER
- employed in a school which respects and nurtures its teachers' input
- expect to gain support to be able to develop my own programs
- expect to learn about the teachers' federation and the aid they give
- gain a support system
- gain an equal position and respect from other teachers and staff
- gain respect as a professional as a teacher not a rookie
- gain respect as a teacher and not a rookie
- I expect support from in-service personnel
- I expect support when ever possible
- I expect teachers to assist me in learning about the teachers' association
- I expect to not be jumped on for 1 or 2 little mistakes
- treated fairly by staff, students and community

+ OTHER TEACHERS
- cooperative and supportive teachers
- expect cooperation from other teachers
- expect help and cooperation from other staff members
- expect to gain support from peers
- expect to receive help from the staff and principal*
- gain acknowledgement and support from teachers and students*
- gain cooperation and support from teachers
- gain respect from other teachers, students and community*
- gain respect from teachers and students*
- gain support from staff and administration*
- I expect support from colleagues
- I expect support from other staff members
- I expect support from other teachers, principals*
- I expect the staff to be supportive and willing to work together

- I expect to be given support from the staff
- professional contribution and leadership from administration*
- receive aid from the teachers' federation
- support and cooperation from fellow teachers and supervisors
- support from colleagues and the board
- support from peers
- to gain a support system of peers and administration*

+ STUDENTS, PARENTS AND COMMUNITY
- cooperation from students and parents
- expect to receive support from parents in dealing with children
- gain acknowledgement and support from teachers and students*
- gain respect from other teachers, students and community*
- gain respect from teachers and students*
- I expect parents to be active in their child's education
- I expect support from parents to help me with any problems

+ ACQUIRING FINANCIAL INDEPENDENCE
+ BENEFITS
- extensive travel
- I expect a good working environment
- I expect to receive a salary and other benefits*
- money and holidays*
- opportunity to do more of leisure activities
- summers off
- time-off holidays

+ SALARY
- a wage
- expect to get paid
- expect to make a decent living
- fair wage
- fairly decent pay
- gain money
- good fair pay
- I expect a reasonable salary
- I expect to earn a respectable living
- I expect to make a decent standard of living
- I expect to receive a salary and other benefits*
- money
- money and holidays*
- reasonable pay
- salary
- to be payed

+ ACQUIRING FRIENDSHIPS

+ OTHER TEACHERS
- a pleasant and positive relationship with students, teachers and administration*
- expect a good working environment good association with teacher and staff
- expect open communication between students, colleagues, school board*

- friendships with colleagues
- good constructive interaction with staff
- good relationship with colleagues and students*
- good relationships with other staff
- I expect socializing experiences with my colleagues
- I expect to gain friends with students, staff and parents*
- to have a good relationship with the staff members

+ STUDENTS, PARENTS AND COMMUNITY
- crushes
- expect open communication between parents
- gain positive relationships with community
- good classroom relations
- good relationship with colleagues and students*
- I expect to gain friends with students, staff and parents*

+ OTHER
- gain a new circle of acquaintances
- gain a positive relationship with others
- gain friendship
- gain friendships
- I expect to form friendships
- new friends

+ ACQUIRING PERSONAL PROFESSIONAL FULFILLMENT
- a personal life
- gain a feeling of satisfaction that I am giving all I can give
- gain job satisfaction
- gain personal satisfaction
- gain satisfaction
- gain satisfaction - realization of seeing students grow
- gain satisfaction and pride that kids are benefiting from my teaching
- gain satisfaction of the job
- gain self-satisfaction and fulfillment
- hope to retain some idealism
- I expect to gain satisfaction in terms of seeing a student progress
- job satisfaction
- job satisfaction
- job satisfaction looking forward to going to work
- satisfied
- self-fulfillment - satisfaction

+ ACQUIRING PROFESSIONAL TRAINING
- studies to be relevant
- studies to be relevant to profession

+ ACQUIRING RECOGNITION
- be recognized or appreciated for work done in extra curricular activities
- I expect praise

+ ACQUIRING RESOURCES
  - expect adequate equipment and supplies in order to function efficiently
  - expect adequate facilities and supplies
  - expect appropriate equipment to work with
  - gain adequate resources which will assist in my teaching
  - gain resources and ideas from other teachers
  - have adequate resource materials
  - I expect other teachers and the administration to identify resources
  - school with a pleasant atmosphere

+ ACQUIRING AUTONOMY

  + AUTONOMY
    - autonomy in decision making
    - be able to utilize my own teaching style
    - expect some freedom in what and how I teach
    - expect to be able to plan my own lesson, and use my own methods
    - gain freedom of what goes on in my classroom
    - gain personal freedom
    - gain teacher autonomy vs bureaucracy
    - have the opportunity to make decisions
    - I expect freedom in the classroom
    - I expect relative autonomy in classroom procedures
    - I expect some freedom to teach how I want to teach
    - I expect to use my own methods of teaching and teach things I feel are important
    - not to be asked to teach something I'm not at all trained for
    - play a role in the decision-making process
    - teach in my area of specialization
    - teach subjects I am trained for
    - teach things I feel are important without undo censorship
    - teaching subjects I feel competent in
    - the freedom to coach as I feel proper
    - to be able to teach with my own style
    - to have autonomy
    - to teach in the areas I am familiar with

  + EQUALITY
    - equality among staff
    - I expect to be consulted on educational matters

+ ACQUIRING RESPONSIBILITY
  - community
  - discipline problems
  - dumping off responsibilities by other teachers
  - expect to teach subjects I am trained for
  - fair work load and class size
  - gain an understanding of students problems, ideas
  - gain further insight into how a student ticks
  - I expect a sporadic possibly impossible schedule
  - I expect to have a good idea of what is expected of me before I start
  - keep up with professional level

- meet and mingle with many different people
- pressure
- small town or small city for the first couple of years
- somewhat regular schedule
- teach in the area I am familiar with
- to be assigned a reasonable workload
- to be motivated
- to be provide with a lot of motivational activities
- to be successful
- to have fun
- to obtain a teaching position in my field of specialization

+ ACQUIRING SELF-RESPECT
  + OTHER TEACHERS
    - gain respect from students, administration the public and fellow teachers*
    - I expect to accepted and respected by peers
    - respect from colleagues and students*
    - to be respected by students and other staff members*
    - treated fairly and equally as a staff member

  + STUDENTS, PARENTS AND COMMUNITY
    - a degree of respect from students
    - acceptance from students
    - gain respect from students, administration the public and fellow teachers*
    - I expect respect from students
    - I expect that my ideas will be respected in the classroom as a fellow teach
    - respect from colleagues and students*
    - respect from parents and the community
    - respect from students
    - student respect
    - to be respected by students and other staff members*

  + OTHER
    - acceptance, treated fairly
    - gain respect
    - I expect to be treated as a professional
    - respect as a profession
    - to be protected and respected by my Board
    - treated as a professional
    - treated equally

+ DEVELOPING PROFESSIONALLY
  - chances for self improvement - in-service sessions
  - employed in a school that provides various professional development
  - expect to be able to attend in-services to keep informed
  - expect to grow and develop as a teacher
  - gain experience teaching methods that work and in which situation
  - gain expert knowledge from experienced teachers
  - gain knowledge and information about teaching from others teachers
  - gain new ideas
  - I expect in-service sessions

- I expect professional development - in-services etc
- I expect the profession to continue my education by keeping me up-to-date
- I expect to learn a lot of good ideas from the existing teachers
- I expect to learn on the job, with each day being a learning experience
- improving my overall teaching ability
- in-service opportunities
- keep up with professional level
- teach in a school that provides professional development activities

* responses found in more than one cover term.

APPENDIX B

PILOT STUDY COVER TERMS

PILOT STUDY COVER TERMS

Expectations of Giving to the Teaching Profession Cover Terms:

- Introducing Innovation
- Creating Effective Learning Environments
- Lending Support
- Contributing Time and Effort
- Providing Professional Direction
- Sharing Resources with Others
- Helping Students
- Providing Classroom Leadership
- Building Relationships

Expectations of Gaining from the Teaching Profession Cover Terms:

- Acquiring a Purpose of Meaning for Teaching
- Acquiring a Support System
- Acquiring Financial Independence
- Acquiring Friendships
- Acquiring Personal Professional Fulfillment
- Acquiring Professional Training
- Acquiring Recognition
- Acquiring Resources
- Acquiring Autonomy
- Acquiring Responsibility
- Acquiring Self-respect
- Developing Professionally

APPENDIX C

PARTICIPANT CONSENT FORM

PARTICIPANT CONSENT FORM

I agree to participate in the study entitled Beginning Teachers' Expectations of the Teaching Profession. I understand that I may withdraw from the study at any time. I understand that this research will be published in the form of a doctoral dissertation at the University of Alberta and that it may be published further.

I have received a copy of this consent form and of the summary of the purposes and procedures of the study.

Name: _____
Signature

Date: _____

APPENDIX D

SUPPLEMENTARY ANECDOTAL INFORMATION QUESTIONS

SUPPLEMENTARY ANECDOTAL INFORMATION QUESTIONS

Please respond to the following questions that related to the study Beginning Teachers' Expectations of the Teaching Profession. Take time to reflect upon these general questions within the context in which you are working.

1. WHAT DID YOU EXPECT TO GIVE AND GET FROM TEACHING?
2. WHAT DO YOU GIVE AND GET FROM TEACHING NOW?
3. WHAT WILL YOU EXPECT TO GIVE AND GET FROM TEACHING IN THE FUTURE?
4. FROM YOUR PERSPECTIVE, WHAT ARE THE CHARACTERISTICS OF TEACHING?
5. FROM YOUR PERSPECTIVE, WHAT WOULD HELP NEW TEACHERS IN THE PROFESSION?

APPENDIX E

MASTER FILE KEY TERMS FOR DATA ANALYSIS AND INTERPRETATION

MASTER FILE KEY TERMS FOR DATA ANALYSIS AND INTERPRETATION

Key terms	Data Association
Application	information pertaining to the ways a beginning teacher applied for teaching positions.
Child Center	information pertaining to any statement made by a beginning teacher concerning the needs of children and his or her role.
Demographic	information pertaining to any statement which descriptive information concerning a beginning teacher's school, community, other.
Diary	information pertaining to any statement made by a beginning teacher which focussed upon the writing of anecdotal diaries.
Evaluation	information pertaining to any statement made by a beginning teacher which focussed upon being assessed by an administrator.
Expectations of Children	information pertaining to any statement made by a beginning teacher which in some way indicated what he or she expected in the way of pupil behavior or achievement.
Expectation of Getting	information pertaining to any statement that in some way expressed a beginning teacher's desire to receive something from either from the organization in general or a significant other.

Expectation of Giving	information pertaining to any statement that in some way expressed a beginning teacher's willingness to give to the teaching profession.
First Year	information pertaining to any statement which reflected a beginning teacher's status as a neophyte or their perception of being a first year teacher.
Get Respect	information pertaining to any statement made by a beginning teacher which in some way indicated different kinds of respect he or she received.
Give Effort	information pertaining to any statement made by a beginning teacher which in some way indicated his or her willingness or use of personal effort.
Give Enthusiasm	information pertaining to any statement made by a beginning teacher which in some way indicated what he or she was prepared to do to excite children to learn.
Give Ideas	information pertaining to any statement made by a beginning teacher which in some way indicated their willingness to introduce innovative ideas into the school.
Get Support	information pertaining to any statement made by a beginning teacher which in some way indicated a need for support from others.
Give Time	information pertaining to any statement made by a beginning teacher which in some way indicated his or her use of time.

History	information pertaining to a beginning teacher's childhood experiences.
Homework	information pertaining to any statement made by a beginning teacher which in some way indicated the work he or she took home after school.
Induction	information related to programs or sessions relating to introducing the beginning teacher to their new jobs.
Interest	information pertaining to reasons why a beginning teacher was inspired to choose teaching as a career.
Job Influence	information pertaining to any factors which may have contributed to a beginning teacher securing a teaching position.
Parent	information pertaining to any statement made by a beginning teacher which focussed upon the interaction he or she may have had with parents of the children they taught.
Pay	information pertaining to any statement made by a beginning teacher which in some way indicated remuneration for what he or she was doing.
Perception	information pertaining to any statement which focussed upon a beginning teacher's impression of his or her teaching situation.
Personal Life	information pertaining to any statement made by a beginning teacher which in some way described his or her personal life situation.

Principal	information pertaining to a beginning teacher's perception of the principal.
School Experience	information pertaining to a beginning teacher's Kindergarten to Grade Twelve schooling.
Self	information pertaining to any statement which reflected a beginning teacher's perception of his or her self in relationship to their job.
Significant-others	information pertaining to those individuals who were viewed by the beginning teacher during their past and present teaching experiences as influential.
Student Teaching	information pertaining to those teaching experiences which the beginning teacher had during university training.
Teacher Influence	information pertaining to the teachers who may have influenced the beginning teacher during their schooling.
The Day	information pertaining to any statement made by a beginning teacher which focussed upon their daily schedule.
University	information pertaining to the influence a beginning teacher's university training had upon them.

*note abbreviated code terms were used to facilitate processing.

APPENDIX F

SAMPLES OF DATA SORT PROCESS

SAMPLES OF DATA SORT PROCESS

FACTFINDER TEXT FILE

\
MARSHA 2#2
9/16/87
6/16/88
MARSHA
GET-MEANING
GIVE-EFFORT
GIVE-TIME
INDUCTION
PERCEPT
PHASE 2
SIGOTHER
\

+ HOW LONG HAVE YOU BEEN TEACHING?

.HEAD 2 - OH GOD 10 DAYS
IT REALLY DOESN'T SEEM LIKE A YEAR. I FEEL LIKE I HAVE BEEN HERE FOR A WHILE. I AM STARTING TO FEEL COMFORTABLE. I FELT A BIT DISORGANIZED AT FIRST BECAUSE COMING IN AT THE BEGINNING WE HAD ALL THE CLASSES WERE SPLITS LAST YEAR AND THEY ALL GOT MOVED TO A STRAIGHT GRADE. SO A LOT OF THE SUBJECT AREAS I AM SUPPOSE TO BE WORKING WITH ARE HALF AND HALF AND THEY DON'T HAVE ANY TEXTBOOKS. YOU TEACH THE GR.5 THIS AND THE GR. 3 THAT, BUT YOU CAN'T TEACH THE GR.3 THAT BECAUSE IN THE SPLIT THEY GOT IT. AND THEN THEY WOULD SAY DON'T WORRY ABOUT IT WE WILL TALK ABOUT IT LATER. LAUGH. I SAY WHAT ARE YOU TALKING ABOUT SO IT WAS KIND OF CRAZY. SO I FINALLY SAT DOWN AND GRABBED SOME TEACHERS AND ASKED THEM IF THEY HAD TRIED AND I TOLD THEM WHAT I WOULD LIKE TO WORK WITH. SO KNOW I AM WORKING ON MY OWN UNIT.

\
MARSHA 2#3
9/16/87
6/16/88
MARSHA
DAY
GIVE-EFFORT
INDUCTION
PHASE 2
\

+ SO YOU HAVE A UNIT READY?

.HEAD 2 - WELL I AM WORKING ON IT BUT I KNOW WHAT I AM DOING FOR THE WHOLE YEAR

.HEAD 2 - YA LIKE CERTAIN SUBJECTS AND GENERAL TITLES
I WAS THINKING AT FIRST DAY TO DAY MY FIRST WEEK BUT I AM OVER THE FIRST

BIT OF STRUGGLING.

\
MARSHA 2#13
9/16/87
6/16/88
MARSHA
GET-RESPECT
GET-SUPPORT
PERCEPT
PHASE 2
SIGOTHER
\
(WHAT ARE WAYS OF GAINING THAT FEELING?)

YOU HAVE YOUR OWN STRUCTURE AND THEY FOLLOW IT. WELL SOMETHINGS I DISCUSS WITH THEM AND SOMETHINGS I DON'T AND GO AHEAD AND DO THEM AND LET THEM KNOW HOW THEY ARE SUPPOSE TO DO THINGS.
(YOU ARE ORCHESTRATING IT - DID YOU EXPECT TO DO THAT (YOU ARE IN POWER?)
YA I WANTED THEM TO DO IT THE WAY I WANTED THEM TO DO IT.

(HOW DO YOU GO ABOUT DOING THAT?)
WELL I JUST DO IT. THEY NEED THEIR STRUCTURE YOU EXPECT SUPPORT FOR YOUR IDEAS FROM OTHER TEACHERS -

(WHAT KIND OF SUPPORT?)

WELL IT IS MY CLASSROOM FOR MOST OF THE TIME SO THAT THE OTHER TEACHERS WOULD COOPERATE AND REINFORCE MY RULES - RESPECT FOR WHAT I BELIEVE IN

\
MARSHA 2#25
9/16/87
6/16/88
MARSHA
GET-MEANING
GIVE-EFFORT
GIVE-TIME
PERCEPTION
PHASE 2
\

+ DID YOU EXPECT TO HAVE MORE TIME?

.HEAD 2 - NO
THE FIRST WEEK, LAST WEEK I THOUGH I WOULD NEVER CATCH UP, BUT I REALIZED THAT YOU COULD ALWAYS BE DOING SOMETHING, BUT I AM NOT AT THE POINT WHERE I AM BEHIND THAT

WOULD MAKE ME FEEL TERRIBLE AND I AM NOT THE TYPE TO BE MAKING IT DAY BY DAY - I LIKE TO BE AHEAD OF MYSELF YOU HAVE ONLY BEEN DOING THIS 10 DAYS...WELL THIS WEEK FOR EXAMPLE I KNOW WHAT I AM GOING TO DO. I AM THINKING ALREADY

FACTFINDER TEXT FILE
\
DARLENE 4 #2
10/18/87
6/7/88
EVAL
EVENT
GIVE-EFFORT
GIVE-TIME
DARLENE
PHASE 4
SIGOTHER
\
+ WHAT HAS HAPPENED SINCE THE LAST TIME WE MET?

SINCE THE LAST TIME WE MET MY DIRECTOR HAS BEEN OUT AGAIN, AND I HAVE HAD REPORT CARDS, AND PARENT/TEACHER INTERVIEWS HALLOWEEN AND THE FARM SHOW - I TAKE MY KIDS TO THE FARM SHOW SO I HAVE A STACK OF THINGS WHICH I HAVE COLLECTED, RESOURCES WHICH I HAVE COLLECTED FROM THE STAFF THAT THEY SAID GO THROUGH AND TAKE WHATEVER YOU WANT - SO I HAD ALL THAT TO DO AND PLANNING UNITS AND STUFF FOR THE FARM SHOW AND GET THEM ALL ORGANIZED - OH AN I AM TRYING TO ORGANIZE FOR WHAT WE ARE GOING TO DO FOR THE CHRISTMAS CONCERT TOO ALL CAME IN - IT ALL SEEMED TO COME AT THE SAME WEEK WHERE ALL STUFF HAD TO BE DONE ALL AT ONCE.

\
DARLENE 4 #18
10/18/87
6/7/88
GET-SUPPORT
GIVE-EFFORT
HOMEWORK
DARLENE
PERSONAL
PHASE 4
\
(SO YOUR DAY IS A LONG DAY AND IT IS FILLED UP WITH SCHOOL DO YOU TAKE ANY TIME AT ALL FOR YOUR SELF?)

NO I REALLY DON'T WATCH T.V. - THE T.V. RUNS WHILE I AM WORKING, BUT TO SIT DOWN AND WATCH A SHOW NO!
I GO BACK TO WHEATVILLE ON THE WEEKEND BUT I USUALLY TAKE FRIDAY NIGHT OFF BECAUSE BY FRIDAY I AM BURNT OUT AND THEN ON SUNDAY I COME HOME IN THE AFTERNOON AND START WORKING.

(A LOT OF ENERGY YES?)

YES.

\
DARLENE 3 #14
10/19/87
6/7/88
GET-MEANING
GIVE-EFFORT
GIVE-TIME
DARLENE
PERCEPT
PHASE 3
\
+ WHAT ARE SOME WORDS THAT HELP YOU DESCRIBE THE TEACHING PROFESSION

-
STRESSFUL NAGGING (NAGGING KIDS TO DO SOMETHING - BE QUIET PUT YOUR HAND UP, REMEMBER TO DO THIS SIT UP STRAIGHT) DISCIPLINE, FUN, HARD WORK, ENJOYMENT, LONG HOURS, EVALUATION

\
DARLENE 3 #15
10/19/87
6/7/88
DAY
GET-MEANING
GIVE-EFFORT
DARLENE
PERCEPT
PHASE 3
\
(WHEN YOU COME HERE AT 7:30 IN THE MORNING WHAT WOULD DESCRIBE THAT?)

ANOTHER DAY! ACTUALLY WHEN I GO HOME AT NIGHT I START THINKING THAT THE NEXT DAY IS ALREADY OVER BECAUSE IT IS PLANNED AND ALL I HAVE TO DO IS GO THROUGH IT AND I AM ALREADY THINKING OF THE (TO) NEXT DAY.

(WHEN THE DAY IS DONE WHAT DOES IT FEEL LIKE?)

TIRED, FATIGUED, EXHAUSTING, I DON'T WANT TO THINK BURNT I GUESS, YOUR MIND IS JUST BURNT.

\
DARLENE 2 #13
9/21/87
6/7/88
EXPECT-GIVE
GIVE-EFFORT
GIVE-IDEAS
GIVE-TIME
DARLENE
PHASE 2
\
+ THROUGH YOUR TRAINING YOU PLANNED QUITE WELL?
WAS THAT ONE OF YOUR EXPECTATIONS THAT YOU WOULD HAVE TO CONTINUE PLANNING LIKE THAT?

OH YES
YOU EXPECTED TO BE INNOVATIVE TO SOME EXTENT -

FACTFINDER TEXT FILE
\
KIRK 1#1
8/25/87
6/17/88
KIRK
GET-INFO
GET-MEANING
INDUCTION
PERCEPT
PHASE 1
SIGOTHER
\
- SO TELL ME WHAT DID YOU DO?

WELL I DROVE DOWN -ACTUALLY I WENT TO WHEATVILLE AND I JUST TALKED TO A FEW OF THE TEACHERS (TERRY) AND HE GAVE ME A FEW HINTS ON HIS CREDIT P.E. AND HIS INTRAMURAL PROGRAM. THEN JUST WENT TO SEE LAURA TODAY AND PICKED UP (SHE WAS THE SCIENCE TEACHER BEFORE MOVING TO WHEATVILLE) IN PRAIRE VIEW THERE ARE THREE YOUNG GUYS. ONE WHO IS ABOUT 27 AND ANOTHER WHO JUST STARTED THERE LAST YEAR.
ONE FUNNY THING THAT I WAS WORRIED ABOUT - LIKE LONG RANGE PLANNING TOGETHER AND GETTING ORGANIZED 2 OR 3 WEEKS IN ADVANCE. EVERYBODY I TALKED TO SAID DON'T WORRY ABOUT IT. BECAUSE YOU DON'T KNOW EXACTLY WHAT THEY WANT. JUST TAKE IT DAY BY DAY MORE OR LESS. AS IT COMES.

(WHAT DO YOU THINK ABOUT THAT?)
WELL I WOULD RATHER BE A LITTLE PREPARED. MOST OF MY LONG RANGE PLANNING IS DONE. SO...

\
KIRK 1#2
8/25/87
6/17/88
APPLY
KIRK
JOB-INFLUENCE
PHASE 1
SIGOTHER
\
- WHEN DID YOU ACTUALLY GET THIS JOB?

AROUND THE SECOND WEEK IN JUNE I THINK. I APPLIED ALL OVER - I APPLIED MAINLY TO THE MAIN CITIES. EASTLAND ETC... AND I THOUGHT I WOULD APPLY FOR IT JUST FOR THE HECK OF IT. THEY HAD 130 SOME APPLICATIONS FOR THIS JOB OF MINE. SO THAT IS QUITE A FEW PEOPLE - (SO YOU SMOKED IT BY THEM RIGHT?) YEA(LAUGH)
I WENT DOWN TO PRAIRIE VIEW FOR THE INTERVIEW. BILL M. IS THE SUPERINTENDENT AND I SEEM TO GET ALONG WITH HIM - I KNOW HIM AND THAT WAS ONE ADVANTAGE TO. I WENT TO SCHOOL THERE WHEN HE WAS SUPERINTENDENT. I WENT TO SCHOOL WITH HIS DAUGHTER.
MY FAMILY IS CLOSE TO WHEATVILLE AND I AM STAYING THERE UNTIL I MOVE DOWN. I KNOW THE COUNTRY FAIRLY WELL.

\
KIRK 1#3
8/25/87
6/17/88
KIRK
HISTROY
PHASE 1
SCH-EXPERIENCE
TEACH-INFLUENCE
\
- WHAT WAS YOUR SCHOOLING LIKE?

WELL IT WAS ALL DONE IN WHEATVILLE. THE FIRST ELEMENTARY SCHOOL I WENT TO WAS A K-6 SCHOOL. A BIG 4 STORY BUILDING- JUST A MONSTER. AND IT BURNT DOWN HALF WAY THROUGH GRADE 6 OVER CHRISTMAS. WE WERE SUPPOSE TO GO BACK ON A TUESDAY IN JANUARY - DAD WAS FIRE CHIEF SO THAT WAS KIND OF INTERESTING. BUT IT WAS GONE AND SO WE ENDED UP AT THE HIGH SCHOOL FROM THEN ON.
AS FAR AS HIGH SCHOOL WENT I DIDN'T MIND IT BUT, I REALLY DIDN'T TRY THAT MUCH I MEAN WE ALWAYS FOOLED AROUND IN CLASS - I WAS A "BUGGER" (SO YOU WILL BE SYMPATHETIC TO THE BUGGARS YOU ARE GOING TO GET?) NO WAY (LAUGH)
I ENJOYED ALL THE FRIENDS THERE BUT I ENJOYED PLAYING HOCKEY MORE THAN HIGH SCHOOL AT THE TIME.

THEY HAD A FAIRLY GOOD P.E. PROGRAM. I PLAYED SENIOR VOLLEYBALL BUT THAT WAS SECOND RATE. THEY HAD A GOOD INTRAMURAL PROGRAM THOUGH. IT WAS MAINLY 9 TO 12. THINKING BACK I ENJOYED MY GRADE 1 TEACHER. GRADE 1 TO GRADE 4 WE HAD OLDER TEACHERS WHO WERE REALLY NICE. THEY WERE NICE, BUT YET STRICT. AND WHEN YOU ARE THAT YOUNG YOU JUST ENJOY BEING THERE WITH YOUR FRIENDS.
MY GRADE 5,6 TEACHER WAS GOOD. HE HAD A SENSE OF HUMOR. HE LAID IT OUT. YOU LEARNED REALLY WELL FROM HIM. WE ALWAYS GOT LOTS OF WORK TO DO AND HE GAVE HARD TESTS. HE TAUGHT EVERYTHING. LIKE WE ALWAYS WENT OUTSIDE FOR P.E. THE TEACHER I THINK THAT WAS MOST INFLUENTIAL WAS MY GRADE 8 TEACHER. HE WAS A YOUNG GUY, MAYBE 24. HE WAS A GOOD ROLE MODEL HE PLAYED FOR THE HUSKIES. HE WAS SPORTS ORIENTED AND AND HE STARTED GETTING US INVOLVED IN PLAYS TO PRESENT IN FRONT OF THE PUBLIC. TAKING US ON TRIPS TO CENTRE CITY AND BIG MUDDY AND THINGS LIKE THAT. HE WAS A GOOD ALL AROUND TEACHER.
ANOTHER TEACHER WHO IS STILL TEACHING IN WHEATVILLE AND TAUGHT ALGEBRA AND GEOTRIG . . . HE HAD AS MUCH INFLUENCE ON ME AS ANYTHING. MAYBE A LITTLE FOR THE NEGATIVE BECAUSE HE WAS AN EXCELLENT TEACHER, VERY SMART. BUT MOST OF HIS FAVOURITE STUDENTS GOT IN THE 80'S AND 90'S AND IF YOU SCORED BELOW THAT THEN HE SHOWED NO INTEREST IN YOU AT ALL. HE DISCOURAGED PEOPLE FROM ASKING QUESTIONS AND THEREFORE GET LEFT BEHIND IN THE SUBJECTS. THAT MORE THAN ANYTHING MADE ME WANT TO BE A TEACHER BECAUSE RIGHT THEN I THOUGHT I COULD GO UP IN FRONT OF THE ROOM AND TEACH THESE KIDS A LOT BETTER THAN HE COULD. NOT FOR THOSE SUBJECTS, BUT I MEAN I THINK I WOULD BE ABLE TO SIMPLIFY THINGS SO THAT THE OTHERS COULD GRASP IT EASIER.

FACTFINDER TEXT FILE
\
SANDRA 1#2
8/25/87
6/6/88
HISTORY
SANDRA
PHASE 1
SCHOOL EXPERIENCE
SIGNIFICANT OTHERS
TEACHER INFLUENCE
\
- SO TELL ME ABOUT YOUR BACKGROUND - DID YOU GROW-UP HERE?

I WAS BORN HERE. STARTED SCHOOL IN ALBERTA JUST OUTSIDE OF CALGARY. A PLACE CALLED FOOTHILLS. A VERY SMALL TOWN. IT SEEMED LIKE A BIG PLACE WHEN I WAS LITTLE BUT. AND I WENT THERE FROM GRADES 1 TO 7. IT WAS A BIG FARMING COMMUNITY. MY DAD WAS A TEACHER AND THE MAYOR (LAUGH) - A

"BIG" COMMUNITY. THE SCHOOL WENT FROM 1 TO 12.
I HAD A LOT OF GOOD EXPERIENCES. I WAS TURNED ON TO COMPETITIVE THINGS AT THAT SCHOOL. YOU KNOW YOU ARE REALLY CLOSE TO A GROUP OF KIDS AND YOU ARE ALWAYS COMPETING IN ACADEMICS AND THAT REALLY GOT ME WORRIED ABOUT GETTING MY SCHOOL WORK DONE AND STUFF LIKE THAT. THE ATHLETICS PART GOT ME TURNED ON TO THAT.
ACTUALLY I CAN'T THINK OF TOO MANY TEACHERS THAT HAD A REAL ACADEMIC INFLUENCE ON ME (LAUGH). IT WAS MORE OF A COMPETITION BETWEEN OTHER PEOPLE. ISN'T THAT TERRIBLE!
I CAN THINK OF SOME TEACHERS THAT HAD AN INFLUENCE ON ME. LIKE MRS H., MY GRADE 5 TEACHER. LIKE I LOVE MUSIC AND SHE WOULD SIT AND PLAY THE PIANO FOR AN HOUR EVERY DAY.
ACTUALLY WHEN I GO BACK WE SIT AN LAUGH ABOUT ALL THE STUPID THINGS OUR TEACHERS USE TO DO.

\
SANDRA 1#3
8/25/87
6/6/88
HISTORY
INTEREST
SANDRA
PHASE 1
SCHOOL EXPERIENCE
SIGNIFICANT OTHERS
TEACHER INFLUENCE
UNIVERSITY
\
(SO YOUR DAD BEING A TEACHER CERTAINLY INFLUENCED YOU?)
OH YES. I THOUGHT HE KNEW EVERYTHING. I NEVER HAD MY DAD AS A TEACHER THOUGH. MY BROTHER DID.
I HAVE THREE BROTHERS, AND I AM THE SECOND OLDEST. IT WAS PRETTY GOOD. I WAS SO COMPETITIVE BECAUSE I THOUGHT I WAS SUPPOSE TO BE PERFECT OR SOMETHING. LIKE IF I EVER GOT BELOW 80% OH MY GOD!
MY FIRST YEAR OF UNIVERSITY I SORT OF CHANGED A BIT(LAUGH). LIKE MY MARKS WERE HORRENDOUS. I WENT TO U OF Q AND I WAS ONLY 17.
BUT WHEN I WAS IN GRADE 8 WE MOVED TO NOVA SCOTIA AND THAT WAS AN INCREDIBLE EXPERIENCE. I MEAN I DID THINGS THAT I PROBABLY NEVER WOULD HAVE DONE. THEY HAD A REAL FANTASTIC SPORTS PROGRAM OUT THERE. LIKE CROSS-COUNTRY, TRACK AND FIELD. . . WE LIVED IN THE ANAPOLIS VALLEY - I WENT TO SCHOOL IN WOLFVILLE. DAD TOOK THE YEAR OFF AND WENT TO ACADIA UNIVERSITY. WE STAY JUST A YEAR. WE WERE GOING TO STAY LONGER BUT MY MOTHERS FATHER DIED SO WE HAD TO COME BACK. THEN WE CAME HERE AND WENT TO THE HIGH SCHOOL IN VALLEY TOWN.
HIGH SCHOOL HAD REALLY GOOD TEACHERS. I THINK THE ONES WHO REALLY EFFECTED ME WERE THE COACHES. THEY WERE TEACHERS. LIKE MY ALGEBRA TEACHER WAS ALSO MY VOLLEYBALL COACH ALL THE WAY THROUGH.
WELL THE DIFFERENCE BETWEEN THE SCHOOL SETTING BETWEEN NOVA SCOTIA, ALBERTA AND HERE WAS JUST INCREDIBLE. THE ATTITUDES.
WELL I WENT TO U OF S FOR THE SPORTS PROGRAM, BUT I DECIDED THAT THAT WAS NOT WHAT I WANTED. AND THEN I DECIDED THAT I WANTED TO TEACH. I KNEW I WANTED TO TEACH. I ALSO REALIZED I DIDN'T WANT TO TEACHING THE GYM ALL

THE TIME. AND THEN COACH. SO THAT IS WHY I CAME HERE.
I HAD HEARD FROM A FRIEND THAT THE PROGRAM HERE WAS GOOD.
SO I DID HAVE AN EDUCATION CLASS FOR A YEAR AND A HALF AFTER I TRANSFERRED IN FROM U OF Q. THE PROGRAM WAS MIDDLE YEARS AND THERE WERE LOTS OF ADDS IN THE PAPER SAYING THAT MIDDLE YEARS TRAINING WOULD BE AN ASSET.
I HAD WARREN H. FOR ED. 100. HE WAS A GOOD GUY 'SCIENCE WAS EVERYWHERE. IT WAS A GOOD EXPERIENCE BUT THE THING THAT TURNED ME OFF WAS ALL THE PIDDLY, NITTY PICKY WORK. LIKE THE BOOK KEEPING WORK. I COULDN'T STAND THAT STUFF. IT TOOK TOO MUCH TIME FOR WHAT IT WAS.
I WAS A SENIOR WHEN I WAS IN THE MIDDLE YEARS PRE-INTERNSHIP.
I REALLY ENJOYED THE PSYCHOLOGY PART. IT WAS A REAL BAD EXPERIENCE GETTING MY CREDITS ORGANIZED, BUT I REALLY ENJOYED THE PSYCHOLOGY COURSE AND I THINK THAT REALLY GOT ME INTERESTED IN KIDS.

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SANDRA 1#4
8/25/87
6/6/88
INTEREST
SANDRA
PHASE 1
PRINCIPAL
STUDENT TEACHING
TEACHER INFLUENCE
\
- WHERE DID YOU HAVE YOUR INVOLVEMENT?

IT WAS . . . B.W. SMITH - IT WAS KINDERGARTEN AND THAT MADE ME DECIDE THAT NO,NO I DIDN'T WANT KINDERGARTEN. THAT WAS GOOD BECAUSE I SAW THAT I DIDN'T LIKE SIPPING UP COATS AND TIES AND PUTTING ON BOOTS. LIKE I AM NOT THE TYPE OF PERSON WHO CAN SIT WITH LITTLE PUPPETS ALL DAY.(LAUGH)
I PRE-INTERNED AT EASTVIEW AND HAD A GRADE SIX CLASS. IT WAS A MIDDLE YEARS EXPERIENCE. MY ADVISOR WAS REALLY GOOD SHE WAS SO STRAIGHT FORWARD. IT BLEW US AWAY THAT SHE WOULDN'T BE OUR ADVISOR INTO STUDENT TEACHING. AND THEN WE GOT ART AND WE THOUGHT IT WAS GOING TO BE A DISASTOR BUT OF COURSE IT WASN'T. LIKE IT WAS HARD TO GET TO KNOW SOMEBODY IN SUCH A SHORT PERIOD OF TIME.
MY COOP FOR PRE-INTERNSHIP WAS WAS BOB N. HE USE TO BE A CAR SALESMAN AND SELL SPORTS EQUIPMENT. HE WAS OLDER.
MY STUDENT TEACHING WAS AT ST. NICKS WITH A 6/7 SPLIT WITH RON FOLK. IT WAS A GOOD EXPERIENCE, JUST EXCELLENT. (WHY?) THERE WAS A TOTALLY DIFFERENT ATTITUDE IN THE SCHOOL AND YOU FELT LIKE YOU WERE A TEACHER. YOU DIDN'T FEEL LIKE YOU WERE SOME LITTLE BRAT FROM THE UNIVERSITY. THE PRINCIPAL WAS REALLY FRIENDLY, WELCOMES EVERYBODY AND ANYBODY.
RON GAVE ME A REALLY GOOD REPORT.

FACTFINDER TEXT FILE
\
ROSS 1#8
8/21/87
6/16/88
EXPECT-GET
EXPECT-GIVE
GET-INFO
GET-SUPPORT
INDUCTION
PHASE 1
PRINCIPAL
ROSS
SIGOTHER
\
(YOU MENTIONED JUST LIKE YOU?)
WELL THEY TOOK ME IN AND THERE WAS NO BIG THING. LIKE EVERY FRIDAY NIGHT THE PRINCIPAL, SMITH , AND BROWN WE WOULD GO TO SINO'S AND HAVE A BEER. IT WAS GOOD.
WE DIDN'T GO TO THE STUDENT TEACHING SEMINAR, BUT SMITH HAD BEEN THERE LOTS OF TIMES. SO HE KNEW WHAT IT WAS ALL ABOUT.
I WAS IN A GRADE EIGHT ROOM, BUT WE TAUGHT ALL THE SCIENCE, AND THEN ALL THE P.E.
TONY WAS MY ADVISOR. I GOT AN EXCELLENT ON MY STUDENT TEACHING REPORT.
OH I CAN DO IT THERE IS NO QUESTION.

\
ROSS 2#3a
9/8/87
6/16/88
EXPECT-GIVE
PHASE 2
PRINCIPAL
ROSS
\

+ DID YOU EXPECT THAT?
- WELL I EXPECTED THAT I WOULD BE PREPARED FOR EVERYTHING
- AND WHEN I WASN'T I WAS REALLY SURPRISED THAT IT DIDN'T PHASE ME TOO MUCH - I JUST SORT OF STEPPED INTO IT AND TOOK IT ON THE CHIN - I DID NOT FEEL RELUCTANT - THE PLACE HAS BEEN VERY GOOD TO ME
- THE PRINCIPAL LETS ME DO ALOT ON MY OWN

\
ROSS 2#5
9/8/87
6/16/88
DAY
EXPECT-GET
GET-MEANING
GIVE-EFFORT
GIVE-TIME
PHASE 2
ROSS
\

+ YOU EXPECTED ASSISTANCE RIGHT AWAY - WHAT OTHER EXPECTATIONS OF THE JOB?
- WELL I EXPECTED TO HAVE A DESK AND I DIDN'T - SEE I JUST GOT MY DESK- I GUESS THE ULTIMATE IS TO GO INTO A PLACE AND EXPECT THAT EVERYTHING IS - READY ********** AND YOU JUST WALK IN AND DO YOUR JOB- AND YOU HAVE SOME EXTRA-CURRICULAR ACTIVITIES AND THEN YOU GO HOME- IT HAS BEEN LIKE - YOU ARE HERE AT 8:00AM AND YOUR LEAVING A 7:00PM - FOUR DAYS A WEEK I DID NOT EXPECT THAT
- I SORT OF SAW IT COMING , BUT I DID NOT EXPECT IT - I KNEW THERE WAS WORK

\
ROSS 2#6
9/8/87
6/16/88
DAY
EXPECT-GIVE
GET-MEANING
PERCEPT
PHASE 2
ROSS
\

+ WHAT KIND OF WORK DID YOU EXPECT?
- PLANNING IS NOT SO BAD RIGHT NOW CAUSE I HAVEN'T GOT INTO MY LONG RANGE PL.- I AM JUST PLANNING FROM DAY TO DAY- IN 2 WEEKS I HAVE TO HAVE MY LONG RANGE PLANS IN

+ WHY ARE YOU PLANNING DAY TO DAY - WHAT WOULD BE THE REASON?
- BECAUSE I HAVE NEVER PLANNED FOR A YEAR- LIKE - WHAT AM I GOING TO BE DOING IN JUNE - I DON'T KNOW - I HAVE TO HAVE SOME IDEA AND I EXPECT PROBLEMS THERE

+ DID YOU REALLY EXPECT TO PLAN DAY BY DAY BEFORE YOU STARTED TEACHING?
- I PRETTY MUCH SAW MYSELF DOING THAT - LIKE RIGHT NOW I AM READY FOR TOMORROW
(ROSS WAS READY JUST FOR TOMORROW AND WAS NOT INTO LONG RANGE PLANNING. HE NEW HE HAD TO DO LONG RANGE PLANNING.
- TELL ME WHAT I'M DOING THURSDAY I COULDN'T TELL YOU, BUT TOMORROW -

YES- BUT HOPEFULLY IN A COUPLE OF WEEKS I WILL KNOW WHERE I AM GOING- LIKE I HAVE TO SUBMIT A YEAR PLAN

\
ROSS 2#7
9/8/87
6/16/88
EXPECT-GIVE
PHASE 2
ROSS
STUDENT-TEACH
\

+ DID YOU EXPECT THAT YOU WOULD HAVE TO DO THAT?
- YES, LIKE DURING STUDENT TEACHING MY COOP HAD TO DO THAT SO I KNEW

\
ROSS 2#8
9/8/87
6/16/88
CHILD
EXPECT-GET
EXPECT-GIVE
GET-MEANING
PHASE 2
ROSS
STUDENT-TEACH
\

+ SO SOME OF THE EXPECTATIONS OF THIS JOB YOU LEARNED THROUGH STUDENT TEACHING?
- YES - THAT IS PROBABLY THE ONLY PLACE I LEARNED THAT
- LIKE EXPECTED THAT I WOULD HAVE THE BILLY SMITHS IN MY CLASS
- LIKE HE WAS HELD BACK AND HE'S ENERGETIC HE JUST WANTS TO GO.
- I JUST EXPECTED KIDS TO SAY I DON'T WANT TO DO THAT - THE GR 8'S ARE LIKE- THAT'S TOUGH TO GET GR 8'S GOING

\
ROSS 2#10
9/8/87
6/16/88
EXPECT-GET
GET-MEANING
PHASE 2
ROSS
STUDENT-TEACH
\

+ THIS FOCUSES ON MANAGEMENT- WHAT WERE YOUR EXPECTATIONS OF MANAGEMENT?
- I DID NOT EXPECT THAT MANY PROBLEMS WELL THERE WOULD BE THE ODD THING THERE MIGHT BE THE ODD THING THAT I MAY NOT BE READY FOR - LIKE IN

STUDENT TEACHING A GIRL NAILED GUY RIGHT IN MY CLASSROOM - I REALLY DID NOT EXPECT ANY TROUBLE- THIS IS A REALLY GOOD CLASS AND I DON'T EXPECT ANY TROUBLE FROM HERE - GR 8 I'LL HAVE SOME TROUBLE - BUT I CAN SEE MYSELF NOW NOT HAVING PROBLEM.

\
ROSS 2#12
9/8/87
6/16/88
CHILD
EXPECT-GET
GET-MEANING
INDUCTION
PERCEPT
PHASE 2
ROSS
\

+ WHAT DO YOU MEAN THAT YOUR FEET ARE WET?
- WELL I HAD TO PULL A KID OUT OF AN AUGER HOLE THIS AFTERNOON DURING RECESS ONE OF THE KIDS BANGED HER HEAD NEEDED SOME ICE - SHE WAS A LITTLE GRADE ONE - SO IT IS GETTING THERE -

APPENDIX G

REFLECTION ON THE METHODOLOGICAL PROCESS

REFLECTION ON THE METHODOLOGICAL PROCESS

An exploratory multi-case study methodological approach was adopted by the researcher to initially discern what beginning teachers expected to gain and give to the teaching profession. This decision was based upon current research on teacher education that emphasized the importance of generating rich field based data as a means of qualifying individual conceptual understanding. Because little research had been conducted that explored the expectations of beginning teachers, it was determined that an intial attempt, which focussed closely upon teachers' interpretations, was essential in order to establish an intellectually powerful foundation for future research.

Choosing a research approach which allowed for informant affilication and the opportunity for informants to articulate their perspectives of giving and getting from the teaching profession require methodological understanding and practice. For the researcher, becoming familiar with the qualitative process through personal training and methodological review was critical. Opportunities were provided to enhance the researcher's questioning techniques, data collection skills, and interpretive and analytic expertise.

Items of methodological contention surfaced which, while not pervasive, required continual attention. Maintaining trust between the researcher and each informant, believing in the question/answer process, and splicing thoughts and beliefs to form thematic interpretations were constant factors linked to the qualitative process that required constant monitoring.

Trust - Developing honest interpersonal relationships with people one does not know requires skill, moral and ethical respect and an ability to remain open in thought and action. It requires that the researcher have a firm belief in the goals of the research

project and the ability to articulate, interpret and analyze the thoughts of others. The process further requires a researcher to create a low risk interpersonal climate which encourages the flow of ideas from one person to another.

Developing trust occurs in stages and is consistantly being tested. Conscious efforts to reduce any or all fears of personal exploitation is required.

Question/Answer Process - Developing strong interpersonal relationships requires the researcher to be senstive to the individual's needs, their life situations, and their personalities. It requires that the researcher strive to develop a working relationships with others through the effective choice of questions, statements and interpretations. The utility of semantic questioning skills plays an important role in formalizing a strategy that is developmental in nature. Knowing what questions to ask requires skill in interactive assessment. Choosing questions which probe responses dictates, very dramatically, the trust barometre. A mistake in interpretation which leads to inappropriate questioning early in the interactive process can impact significantly upon the interpersonal bond being established between researcher and informant.

Data Analysis - The problem of interpreting what people say is manifest in the nature of the qualitative methodological process. Determining what individuals are saying or explaining requires of the researcher sensitivity and insight into the complexity of the human conditon. Time also is a requirement for effective analysis. Taking the time to sort, review and reflect upon the massive amounts of data is critical. Hearing and seeing the people through their words only occurs after time is spent digesting their spoken thoughts.

The Affect of Using the Methodology

The process of developing a close personal relationship while at the same time maintaining a formal research posture is challenging and for-all-intents and purposes

superfical. The qualitative methodological process draws out the character and even the soul of individuals rendering most attempts at being formal, inconsequential and possibly damaging to the total process. As a research tool rigorous application of the methological principles allows one to understand its value in today's world. The process while open or divergent demands closure. It forces the researcher to make choices and live with decisions.

More importantly, the qualitative process makes people believers. The rich intimacy of the data captures meaning which when read connects a reader with him or herself. Of consequence, and of critical significance to the process, are the measures taken by the qualitative researcher to ensure truth. As the instrument, the researcher must be diligent in establishing data reliablity and validity to avoid implicit human manipulation.

In our world today one can not question the importance of understanding in great depth the human race. The spirit of people needs to be identified and translated. In this sense the process use in this study worked. The spirits of five beginning teachers live on.

APPENDIX H

STUDENT TEACHING PROFILE EVALUATION

STUDENT TEACHING PROFILE EVALUATION

	*NOT RATED	OUTSTANDING	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
A. PERSONAL QUALITIES						
1. Appropriate Dress	☐	☐	☐	☐	☐	☐
2. Poise & Manner	☐	☐	☐	☐	☐	☐
3. Emotional Maturity	☐	☐	☐	☐	☐	☐
4. Voice & Speech	☐	☐	☐	☐	☐	☐
5. Initiative	☐	☐	☐	☐	☐	☐
6. Respect for Others	☐	☐	☐	☐	☐	☐
B. PROFESSIONAL QUALITIES						
1. Knowledge of Subjects	☐	☐	☐	☐	☐	☐
2. Spoken Language	☐	☐	☐	☐	☐	☐
3. Written Language	☐	☐	☐	☐	☐	☐
4. Interest in Teaching	☐	☐	☐	☐	☐	☐
5. Self-confidence	☐	☐	☐	☐	☐	☐
6. Enthusiasm	☐	☐	☐	☐	☐	☐
7. Creativity	☐	☐	☐	☐	☐	☐
8. Self-evaluation	☐	☐	☐	☐	☐	☐
9. Dependability	☐	☐	☐	☐	☐	☐
10. Constructive Use of Feedback	☐	☐	☐	☐	☐	☐
11. Relationship with Colleagues	☐	☐	☐	☐	☐	☐
12. Use of Praise & Encouragement	☐	☐	☐	☐	☐	☐
C. CLASSROOM MANAGEMENT						
1. Commands Student Respect	☐	☐	☐	☐	☐	☐
2. Maintains Classroom Routine	☐	☐	☐	☐	☐	☐
3. Keeps Students on Task	☐	☐	☐	☐	☐	☐
4. Communicates Expectations	☐	☐	☐	☐	☐	☐
5. Problem Solves with Students	☐	☐	☐	☐	☐	☐
6. Provides for Social Differences	☐	☐	☐	☐	☐	☐
7. Appropriate Discipline Techniques	☐	☐	☐	☐	☐	☐
8. General Classroom Control	☐	☐	☐	☐	☐	☐
D. ORGANIZATION & PLANNING						
1. Lesson Planning	☐	☐	☐	☐	☐	☐
2. Unit Planning	☐	☐	☐	☐	☐	☐
3. Record Keeping	☐	☐	☐	☐	☐	☐
4. Corrects Assignments	☐	☐	☐	☐	☐	☐

	*NOT RATED	OUTSTANDING	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
E. TEACHING COMPETENCE						
1. Provides Lesson Introduction	☐	☐	☐	☐	☐	☐
2. Information Presentation	☐	☐	☐	☐	☐	☐
3. Explanations	☐	☐	☐	☐	☐	☐
4. Demonstrations	☐	☐	☐	☐	☐	☐
5. Questioning Skills	☐	☐	☐	☐	☐	☐
6. Use of A-V Materials	☐	☐	☐	☐	☐	☐
7. Use of Media Materials	☐	☐	☐	☐	☐	☐
8. Provides Lesson Summary	☐	☐	☐	☐	☐	☐
9. Provides for Review & Practice	☐	☐	☐	☐	☐	☐
10. Evaluates Progress	☐	☐	☐	☐	☐	☐
11. Provides for Mastery Learning	☐	☐	☐	☐	☐	☐
12. Motivates Students	☐	☐	☐	☐	☐	☐
13. Diagnoses Academic Problems	☐	☐	☐	☐	☐	☐
14. Provides for Academic Differences	☐	☐	☐	☐	☐	☐
15. Develops Students' Thinking	☐	☐	☐	☐	☐	☐
16. Balances Student-Teacher Participation	☐	☐	☐	☐	☐	☐
17. Varies Teaching Approach	☐	☐	☐	☐	☐	☐
18. Provides for Development of Social Attitudes	☐	☐	☐	☐	☐	☐
F. PROFESSIONAL DEVELOPMENT						
1. Sets Appropriate Professional Targets	☐	☐	☐	☐	☐	☐
2. Designs Appropriate Data Instruments	☐	☐	☐	☐	☐	☐
3. Analyses Collected Data Effectively	☐	☐	☐	☐	☐	☐
4. Applies Collected Data Effectively	☐	☐	☐	☐	☐	☐
G. OVERALL EVALUATION		☐	☐	☐	☐	☐

*PLEASE COMMENT ON ALL ITEMS 'NOT RATED'

RECOMMENDED GRADE: PASS _____ FAIL _____ INCOMPLETE _____

DIVISION FOR WHICH STUDENT IS BEST SUITED: _____

SUBJECTS FOR WHICH STUDENT IS BEST SUITED: _____

TEACHING EXPERIENCE IN MINOR (secondary only): _____

_____

SPECIAL CONTRIBUTIONS/ABILITIES: _____

_____

SUMMARY COMMENTS (Refer to A through F): _____

_____